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ABSTRACT

This book provides an indepth description and analysis of financial management and budgetary procedures for education in Uzbekistan. The Uzbek approach is different from that of other newly independent countries of the former Soviet Union. The country chose a policy of maintaining the advantages of the former system of education while introducing relevant reforms and innovations. Its features are stability, continuity, self-reliance, and a thorough and conscientious examination of a variety of options for decision-making. Unlike other transition countries of the region that experienced certain difficulties in the financing of education, Uzbekistan elaborated prudently its major reform of the education system. Launched in 1997, the Presidential Programme for education development and staff training is unique for the post-Soviet zone because it extends the compulsory cycle of education up to 12 years, enhances the quality of curriculum according to Western standards, and upgrades obsolete institutions to the level of professional colleges and academic lyceums. Other remarkable changes are the introduction of textbook fees and income-generation at school level through entrepreneurial activities. Appendix 1 presents the rationale, description, and methodology used in this study. Appendix 2 lays out the program of the third meeting of the project on 21-25 June 1999. (Contains 19 tables and 2 charts.) (RT)

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Financial management of education systems

Educational financing and budgeting in Uzbekistan

Muzafar K. Ziyaev, Ahadjon Rakhmonov and Murtazo S. Sultanov

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Financial management of education systems

Educational financing and budgeting in Uzbekistan

by

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Paris 2000

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List of abbreviations

ACCELS	American Council for Collaboration in English Language and Studies
CIS	Commonwealth of Independent States
IMF	International Monetary Fund
PROAP	UNESCO Principal Regional Office for Education in Asia and the Pacific
TACIS	Programme of European Union for Technical Assistance to the CIS countries
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Fund
USSR	Union of Soviet Socialist Republics

Note: *hokimiyat* = regional authority.

Introduction

The following report was prepared within the International Institute for Educational Planning's (IIEP) research project on capacity building in budgetary procedures for education in Central Asian countries and Mongolia.

This national report on the analysis of procedures in financial management and budgeting was prepared by Mr Muzafar K. Ziyaev, Director-General, 'Umid' Educational Foundation, former Deputy Head of the National Testing Centre, Ministry of Public Education, Uzbekistan; Mr Ahadjon Rakhmonov, Head of the Financial Department, Ministry of Public Education, Uzbekistan; and Mr Murtazo S. Sultanov, former Deputy Minister, Ministry of Public Education, Uzbekistan. Their motivation and skills were essential in the preparation of this monograph to ensure its quality and coherence.

At the IIEP, Serge Peano and Igor Kitaev, Programme Specialists, guided the project and co-ordinated its organization and implementation. They were directly responsible for the preparation, editing and printing of this report.

All the participants of the project wish to express their thanks to the sponsor, the Dutch Ministry of Foreign Affairs.

The context and rationale of the project, its description and methodology are presented in *Appendix I*. The main problems of educational financing and budgeting which were discussed at the third (analytical) conference within this project (Cholpon-Ata, Kyrgyzstan, June 1999) are presented in *Appendix II* – Programme of work.

Statistical data are presented in *Tables 1 to 19*, and *Charts 1 and 2* present, respectively, the 'Management of educational institutions' and 'Education system of Uzbekistan'.

Summary

The contrasting pace of reforms in the countries of the region of Central Asia of the former Soviet Union was caused by their different post-independence policy orientations and development strategies. However, the trial-and-error character of changes provided much material for comparative analysis of educational policies and practices in the area of educational finance and budgeting.

The period from 1991 to the present has provided decision-makers with some breathing space to evaluate the advantages and disadvantages of the ex-Soviet model and to elaborate their own country-specific model of education development. Short-term strategies and crisis management were appropriate policy responses to the problems arising in the funding of education for the first years of independence, which were characterized by economic recession and high inflation rates.

By 2000, more than nine years after independence, the time factor appears to have expired in all countries of the region, i.e. the limitations of the previous model can no longer serve as an excuse for the current deficiencies in the national education systems. In all countries, long-term considerations are carrying more weight in decision-making on educational policies while economic prospects are improving.

The policies of educational finance in the region have started to evolve from a supply-oriented to a more demand-oriented system, and educational expenditure has also started to link with the real and constantly growing costs of education provision. However, due to the sizeable teaching force and continuing subsidies, education is a major category of total government

expenditure in all countries of the region, in many cases more than 20 per cent, and the fundamentals of budget preparation and implementation have remained unchanged.

If educational expenditure in the countries of the region has been reflecting the policy priorities of the governments, availability of funds for this expenditure (income side of the budget) has been related to the macro-economic performance of the countries, the pace of market reforms and liberalization of legislation. All countries of the region have had to revise their fiscal and educational legislation, some several times.

The six countries of the region can be broadly divided into two tiers. Those countries that started radical economic experiments and reforms in the early 1990s (Kazakhstan, Kyrgyzstan, Mongolia) reached the point, by 1997, to review and adjust their educational strategies in a mid-term perspective. Their policies in educational finance were aimed at drastic cost-reduction and financial diversification to achieve fast results, despite negative implications for quality of education, internal efficiency and teaching and learning conditions within an overall economic liberalization, privatization and donor assistance context. Kyrgyzstan and Mongolia were the first countries in the region to start replacing, as a basis for budget preparation, the outdated costing norms by global ceilings within medium-term financial frameworks and to experiment with the techniques of programme budgeting under the guidance of the IMF.

Those countries that wished to follow a more gradual and consistent economic transformation and, consequently, to avoid elimination of subsidies and related damage to provision of education (Uzbekistan and Turkmenistan) after several years of keeping to the *status quo* and lengthy deliberations, eventually realized the need to update their previous strategies of education development and finance. Their previous educational reforms of 1991-1997 concerned mostly curriculum development. Their polices in educational finance and budgeting stressed self-reliance, the predominant role of public education and the need to maintain the existing level of teaching and learning conditions, gradually adapting educational supply to the changing demand and economic context.

The current policy approach to educational budgeting is to maintain the current level of expenditure without serious reductions or drastic changes. The country stresses self-reliance and continuity in its policy towards educational finance:

- teacher wages are low for regional standards but teachers enjoy a number of subsidies and benefits;
- unlike the other countries of the region, Uzbekistan has two Ministries in charge of the education system: Ministry of Public Education and Ministry of Higher Education;
- Uzbekistan is the only country in the region that continues large-scale school construction;
- tuition fees are imposed in public higher education and, characteristically, income-generation is promoted at all levels and is legally tax-exempted (unlike in other countries in the region). Another unique legal provision is that funds unspent before the end of the fiscal year, at the institutional level, should not be returned to the treasury, but may be disbursed at a later stage according to needs;
- private education is allowed but not encouraged by the government;
- a major reform to extend the cycle of compulsory education has been launched to better prepare secondary education graduates for the world of work;
- education development projects with foreign donors are not accelerated.

The subsistence economy based on self-sufficient agriculture helped Uzbekistan to overcome less painfully than in other countries the shocks of the transition to a market economy. In 1991-1997, the educational reforms concerned mostly changes in curriculum and examinations. The changes in educational finance and budgeting are taking place gradually on the basis of the country's own resources, with a view to expanding the education system according to the planned objectives, to preserve the existing level of quality of education, internal efficiency and teaching-learning conditions.

The country has many original features in the organization of education and the curriculum. It is the only country in the region that has two different Ministries for education: Ministry of Public Education, in charge of curriculum development, teacher training, school construction, textbooks and supplies for primary, secondary and vocational and technical education ; and Ministry of Higher Education, in charge of higher education and 'special secondary' institutions, including their funding. For this reason, government policies for different levels of education are not always co-ordinated, as each Ministry wishes to implement more activities with a view to justifying funds for its needs.

Vast responsibilities for the funding of pre-school, primary and secondary education have been given, since 1991, to regional authorities, which manage 98 per cent of expenditure for these levels (teacher salaries and recurrent expenditure). As in the other countries of the region, this situation lessened the direct influence of the central Ministry of Public Education over management of these levels, and increased that of the regional authorities and the Ministry of Finance. For example, teacher remuneration is paid by regional and local authorities but regulated by the Ministry of Finance according to the national 'Unified remuneration framework' for civil servants, which has 22 degrees.

In fact, the Uzbek education system is decentralized in management, but remains centralized in planning, i.e. strategic issues, support in capital expenditure and textbooks, inspection and control of norms and standards, assessment and evaluation, softening of regional disparities etc., which will need more co-ordination in the implementation of the programme.

Uzbekistan sticks to the use of costing norms for budget preparation although their actual application, as in the other countries, is not feasible and real funding is decided subject to the revenues at the regional and national levels. The planned norms of unit cost per student are low in general, and show wide discrepancies between the levels, i.e. unit cost at primary and secondary level is three times lower than at pre-school level, and four times lower then in vocational and technical and higher education.

The wages and salaries of teachers have been increasing, but at a lower rate than inflation. To avoid too many cash injections in the system, the government has applied indirect benefits for teachers: their workload has decreased from 20 to 14 hours per week at primary level, from 18 to 16 hours at secondary level, and from 30 to 25 hours at boarding schools. There are many allowances and benefits regarding extra income for additional workload, bonuses, lodging, meals, transport etc. for the teaching profession.

At *pre-school* level, there are 8,464 pre-school institutions with 90,000 teachers enrolling 955,000 children. In 1994-1997, new kindergartens were opened to accommodate 135,000 children. Annual recruitment of staff is 3,000. But further expansion of the pre-school level at the present rate appears difficult, i.e. there are experiments to diversify its provision and reduce the costs. For example, 14,000 are accommodated in 1,500 family/community-based kindergartens. There are 40 experimental institutions which link pre-school with primary and secondary education at the same location, in order to provide economies of scale. Eventually, the chain will develop to extend to relevant higher-education institutions.

At *primary* and *secondary* levels, there were 9,433 schools enrolling 4.9 million pupils in 1995/96, and 5.2 million pupils in 1996/97. The number of teachers was 421,000, which was 93 per cent of the target number. The supply of education even at these levels is becoming more diversified according to the real demand for advanced quality courses, i.e. although there is a state curriculum standard, the number of advanced-quality gymnasiums (primary education) and lyceums (secondary education) is rapidly increasing.

Due to numerous changes in the curriculum, the availability of textbooks at present is 60 per cent of the target number. As from 1997, primary-school pupils study in Latin script. A total of 50 per cent of all schools are equipped with computer classes. The central Ministry of Public Education supplies pupils of grade 1 with free stationery and other items (school bags, notebooks, pens etc.), and primary-level pupils from low-income families with free winter coats.

Professional and technical education, together with 'secondary special' education have been criticized for their inadequacy to meet modern needs, and low internal and external efficiency, and are the target of a recent major reform, launched in 1997. At present there are 442 vocational and technical institutions enrolling 221,000 students. Of these, 60 per cent are graduates of nine years of general primary and secondary education, the rest are of the full primary and secondary school cycle (11 years of schooling until 1998). There are 258 institutions of 'secondary special' education enrolling 200,000 students, including correspondence and evening courses. Admission in the past was based on secondary-school graduates (after 11 years of schooling).

In late 1997, the country embarked on the first major educational reform since its independence in 1991, i.e. educational legislation was amended and a National Programme of education and training was adopted. Several foreign educational models (France, Japan, UK, USA) were examined before an authentic reform was elaborated.

The principal concern of the government, which explained the need for change, was that after nine years of primary and lower-secondary schooling, out of 450,000 graduates, 350,000 continued general studies while the other 100,000 had to enter the world of work through vocational and technical education which has been criticized for its inadequacy to meet modern needs. In addition, only 10 per cent of upper-secondary graduates (after 11 years of schooling) are admitted to higher-education institutions, and the rest must enter 'secondary special' education or look for a professional career immediately. Under the transition to a market economy, the labour-market transformation changed the demand for skills, exacerbated problems of formal employment and increased social tensions.

The objective of the government is to address the problem of low qualification of numerous graduates of vocational and technical education (9+2 years of schooling before 1998) and 'secondary special' education (11+2 years of schooling before 1998) who do not have employable skills.

The main elements of the reform are:

- the cycle is changed from 4+5+2 to 4+5+3 to extend upper-secondary (both general and professional) education and to better orientate and prepare its graduates for the world of work;
- the whole cycle of 12 years becomes compulsory, but the last stage of 3 years provides a choice between academic (general) lyceums and professional (technical) ones. Drop-out and repeater rates should be drastically reduced;
- the existing one-level higher education will be reformed to replicate Bachelor and Master degrees, according to Western standards (4+2).

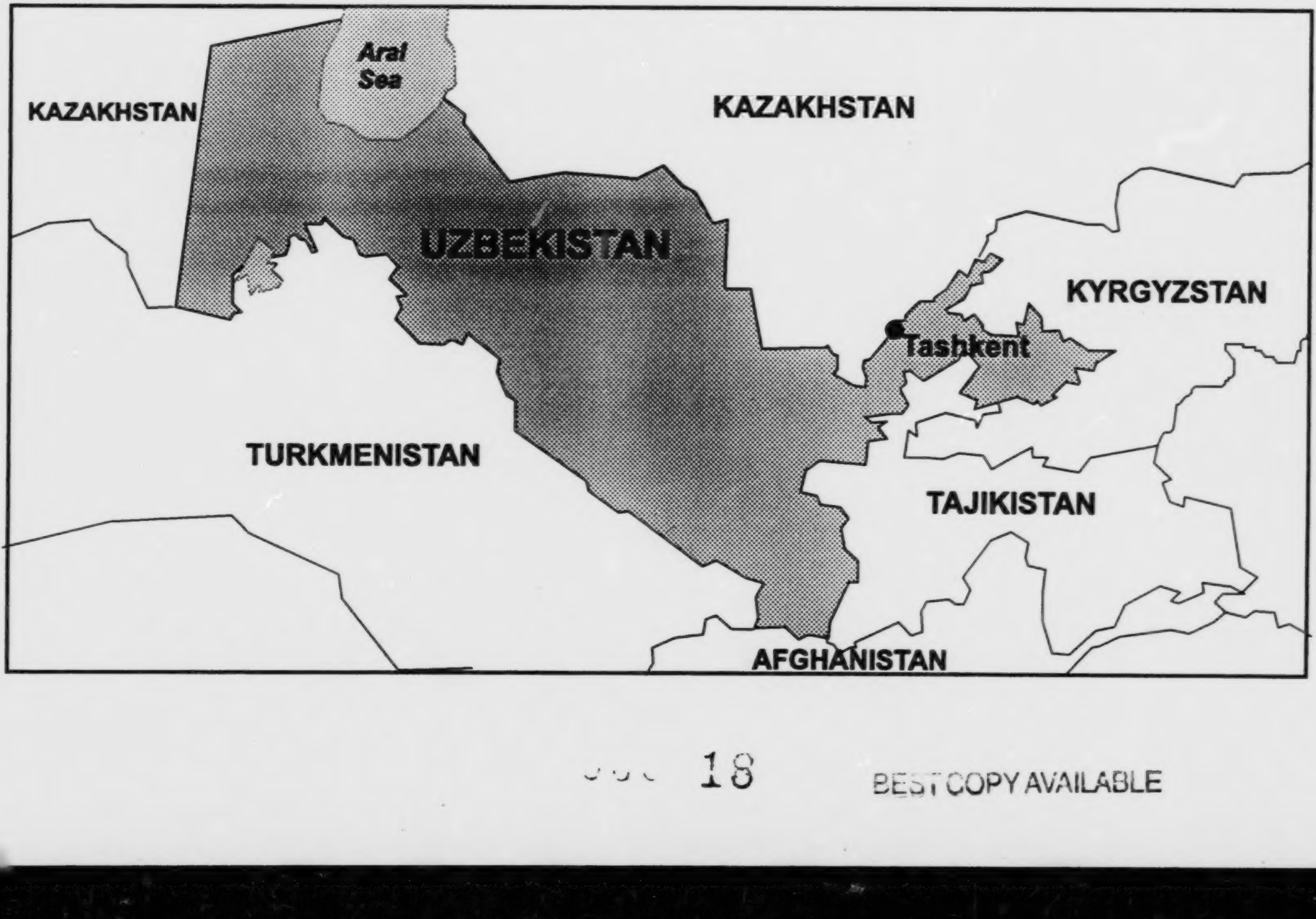
The reform implementation is planned in three stages, namely, 1997-2001: transitional period, 2001-2005: full-scale implementation, 2005 and onwards: assessment, adjustment and follow-up.

The government will provide additional earmarked funds for the implementation of the reform, according to the projections and estimates. However, there are more incentives planned in the future to search for extra-budgetary resources, such as income-generation at institutional level, student loans in higher education and foreign donors. The Uzbeks consider that the main difficulties for the reform will be its monitoring and the issue of 'hidden costs'.

Administratively, funding and management of vocational and technical education is not co-ordinated with the 'secondary special' level. The Ministry of Public Education lost control over funding and management of vocational and technical institutions in 1991-1997, and now they are under the responsibility of regional authorities. But 'secondary special education' institutions are still funded and supervised by the central Ministry of Higher Education.

The total number of staff at the central Ministry of Public Education is 83 positions, including 7 in the Principal Department for Planning and Finance. The planning units at the regional levels are understaffed, as a rule consisting of 1-2 positions.

The Ministry of *Higher Education* has its own staff and separate budget. There are 60 higher-education institutions enrolling 166,000 students, including some 60,000 by-correspondence students. The teaching staff is 24,000. Since 1993, Uzbekistan operates centrally managed admission tests instead of entry examinations for higher-education institutions. As a means of cost-recovery in higher-education funding, testing and examination centres sell examination questions in advance to secondary-school graduates. Otherwise, cost-sharing in terms of tuition fees is developing at this level in the same way as in the other countries in the region, i.e. in addition to the prescribed number of government-supported students, institutions can admit fee-paying students.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Chapter I

General information

Before independence in 1991, the Republic of Uzbekistan was the fourth largest republic of the former Soviet Union (447.4 thousand square km) ranking it 42nd in size in the world. It had a population of about 23 million, ranking it third in the Soviet Union and 41st in the world.

At present, the Republic of Uzbekistan has an important influence in the region of Central Asia, due to its size and potential. Geographically, it includes several autonomies such as the Republic of Karakalpakstan and 12 other districts.

Uzbekistan is a multi-ethnic country: more than 100 ethnic groups live on its territory. The native inhabitants are Uzbeks. The official language is Uzbek, although the Russian, Kazakh, Tadjik, Karakalpak, Kyrgyz and Turkmen languages are used as well. In order to create optimal conditions for integration in the international community, since 1996 the transfer from the Cyrillic to the Latin alphabet has been under way.

One of the national particularities of Uzbekistan is its demographic situation: due to the intensive population growth rate (600-700,000 per year), children, adolescents and young people up to the age of 25 years comprise 60 per cent of the total population. More than half of the population of Uzbekistan is rural and is engaged in agriculture. According to the censuses of 1989, 99.9 per cent of the population aged 15 years and above are literate. The life expectancy is relatively high and, according to the data of 1994, on average is 69.8 years.

The right for access to education is stipulated in Chapter 41 of the Constitution of the Republic of Uzbekistan, which states: "Each and every citizen has a right to education. The government guarantees equal and equitable access to free education. School education is placed under state control". A more detailed analysis of the education system's development and finance can be found in *Appendix I.*

Chapter II

Description of the education system

The process of strengthening the links between the economic system and the education system is the main feature of the latest developments in Uzbek society. When Uzbekistan became a sovereign state in September, 1991, and started the gradual transition to a market economy, these changes required an adequate system of education and training. Such a system was designed to reflect the rapidly changing labour market conditions and to encourage indigenous improvements in the structure of the education cycle, as well as pedagogical contents. The transition to a market economy caused a strong demand for new curricula, new teaching methods and new interpretations of competence, practical knowledge, professional qualifications and employable skills.

The strategies and policies adopted after independence were aimed at keeping intact the previously high educational standard of the Uzbek population, while changing the objectives of the educational process. Those concerned with the volume of public spending on education were increasingly bearing in mind the need to ensure social protection of teachers, employed in the so-called 'budget' sector of government activities (i.e. the education sector does not have its own significant sources of revenue and largely depends on funding from public authorities). Although in qualitative terms Uzbek education considerably advanced after independence, and its teaching and learning conditions did not deteriorate during the transition period, it still fell far below the educational standards of the developed countries. The numerous changes in organization and planning of the teaching and learning process took place at all levels of instruction, including the levels which are not compulsory. At present, the organization of Uzbek education and its main features are as follows:

Pre-school education: entry age, three years; duration, three-four years. It is organized either at home or at kindergartens and in other educational institutions.

In the republic today, there are 8,464 pre-school institutions accommodating 955,200 pupils. During the last four years the number of pupils has increased by 135,000. The pre-school educational policy is based on a concept oriented towards the development of the child's personality, as well as the importance and growing responsibility of the family in the child's upbringing and development.

The legal basis of pre-school education has been outlined. A new Legislative Act on pre-school institutions stipulates the emotional and psychological welfare of children, their legal and social protection, as well as democratization of educational management.

New types of pre-school institutions are being developed. In the republic today, there are 1,500 home-based kindergartens with 14,000 children and more than 40 gymnasium-type kindergartens. In the pre-school institutions, more than 800 groups have been created where children are taught foreign languages, choreography, dance, fine arts, music and computer skills. A number of 'centres for early development of children' has been established. In addition, there are special groups for physically or mentally handicapped children. A total of 16,000 handicapped children are attending 1,400 such groups.

The context of pre-school education has changed significantly. The curricula have been enriched by introducing Uzbek and foreign languages, ecology, economics and computer skills. They also include regional and national traditions of the Uzbek people and elements of national pedagogy.

A total of 90,300 teachers are employed in pre-school education. Of these, 20 per cent have graduated from higher-education institutions and 77 per cent from secondary-education institutions. The government has made efforts to raise the prestige of pre-school teachers and to provide their social support. Since independence in 1991, the President of Uzbekistan has adopted legislative Acts on free privatization of apartments for teachers, on distribution of land property, giving priority to teachers, on 50 per cent reduction of payments for public utilities in the cities and exemption from these payments in rural areas. Teacher salaries are being constantly raised and the retirement age of teachers has been reduced. In addition, other allowances and assistance are provided by *hokimiyats (*regional authorities*)*, companies and farms. Annually, 3,000 pre-school teachers are recruited.

However, with the crucial economic and social changes that have taken place since independence, new goals of state policy, and their implementation, would require more in-depth reforms in pre-school education, as the initial stage of the education system. To address these concerns, the National Programme for staff training and development introduced monitoring and evaluation of young children's development, assessment of pre-school teacher qualifications and rating by category of pre-school institutions.

Primary and secondary education

Since independence in 1991, the education system of the republic has been significantly modified. As a result, new policies on general primary and secondary education and new curricula have been developed; a state educational standard has been introduced; several target programmes such as 'Soglom avlod uchun' (For healthy generation), 'Manaviyat va marifat' (Educational and spiritual revival), 'Economic education', 'Rural school', 'Rehabilitation of handicapped children', etc. have been prepared. A network of educational institutions, with the new types, has developed, together with improvements in their teaching and learning conditions.

Primary education comprises 1-4 grades of general education, with entry age of six-seven years. General secondary education comprises 5-9 grades of general education.

At present, there are 9,433 general primary and secondary education institutions, of which 203 schools are only primary; 1,850 schools are only lower general secondary (9 years) and 1,919 schools are only upper general secondary. There are also 75 evening schools, 107 educational centres for adults and 85 specialized and boarding schools for handicapped children.

The total number of students in primary and general secondary education has been growing. For example, in the 1994-1995 academic year, enrolment was about 4.9 million, whereas in the 1996-1997 academic year it rose to 5.2 million.

The number of educational institutions of new types is increasing. In the 1994-1995 academic year there were 178 lyceums and 104 gymnasiums. In the 1996-1997 academic year there were 229 lyceums and 135 gymnasiums. There are also 46 lyceums and 8 gymnasiums attached to higher-education institutions. The evening classes have been transformed into educational centres for adults and their number rose from 37 in the 1994-1995 academic year to 107 in the 1996-1997 academic year.

Out of 420,900 secondary-school teachers, 72 per cent have graduated from higher-education institutions, 22 per cent from special secondary institutions, 3 per cent are studying at higher-education institutions and 2 per cent have graduated from general secondary institutions. In total, staff requirements are met at the level of 93 per cent.

The basic curriculum is being implemented. A number of new subjects and courses has been introduced in order to improve student knowledge of the history of Uzbekistan, the Uzbek language, culture, moral and spiritual traditions of the Uzbek people, ecology, economics, computer skills, etc.

A number of textbooks in the Uzbek language has been published. Moreover, some parallel textbooks for the first grade ('Alifbe', 'Ona tili') have been prepared. Provision of textbooks to schools covers, on average, 60 per cent of school needs. This percentage is close to 100 for such subjects as natural history, drawing, biology, geography, Uzbek language and literature, and chemistry. The total number of textbook copies is 149,200, with the total number of titles 1,726. From 1992 to 1997 there were printed 174 titles of textbooks and teaching materials, with the total number of copies amounting to 5.3 million. Of this number of titles, 138 were original textbooks prepared by Uzbek authors, 19 were translated textbooks, 8 were developed in parallel. Nine titles of textbooks were tested on an experimental basis and recommended for larger circulation. In addition, 32 syllabuses have been approved and implemented.

A system of selection and training of gifted children has been elaborated. In 1994, the centre for gifted children 'Istedod' was opened in Tashkent, with branches in the regions and in the Republic of Karakalpakstan.

Annually since 1993, the most gifted students who win the republican competitions (Olympiads) in different subjects are allowed to enter higher-education institutions without entrance examinations. During the period from 1994 to 1997, 243 winners of Olympiads received certificates.

Primary and general secondary education institutions have been provided with computers. For example, in the 1996-1997 academic year more than 50 per cent of schools were equipped with computer classes.

With the assistance of the Ministry of Foreign Affairs of Uzbekistan, many contacts have been established with the representatives of the United Nations bodies in Uzbekistan, National Commissions of UNESCO and UNICEF, embassies of France, Germany, Israel, Korea, USA, etc.

Bilateral agreements have been signed with the Ministries of Education of CIS countries, Korea and Turkey. Moreover, agreements have been reached with foreign donors and non-governmental organizations such as Peace Corps (USA), American Council of Co-operation in Education (ACCELS, USA), British Council, 'Mercy Project' (UK), Goethe Institute (Germany), Corporation of humanitarian aid to Central Asia ('Café'), UK Foundation 'Save the children'. With the assistance of the Turkish Ministry of Public Education and the Turkish Company 'Silm', there have been opened 22 Turkish-Uzbek lyceums with an enrolment of 4,800 students. With the help of ACCELS, 222 students have been sent to study abroad during the last four years. In total, 1,550 students of general and special secondary schools have studied abroad during the last five years. According to the agreements with the embassies of France, Germany, Israel, Japan and the USA, 295 primary and general secondary teachers attended training courses in the corresponding countries during the last four years. In 1996, 19 general secondary schools were awarded with the certificate of 'Associated School of UNESCO'.

Among the priorities in the research studies of the State Committee on Science and Technology, a programme called 'Reforming and development of education aimed at training of highly qualified staff' was approved.

However, the process of the historical, social and economic development of Uzbekistan requires more urgent and in-depth changes in the system of primary and general secondary education. Among them are:

- total coverage of secondary-school graduates (previously leaving school after nine years of schooling) with vocational and technical education;

- improvement of education quality through introducing the state educational standards;
- informatization of education and providing schools with modern software. In 1996, 50 per cent of primary and general secondary schools were equipped with computers. However, 90 per cent of those computers were obsolete and produced in the former USSR and only 10 per cent were modern ones and IBM compatible;
- publishing and printing of new generation of textbooks and teaching materials in the following subjects: Uzbek language, history of Uzbekistan for schools with other languages of instruction, 'Man and society', economics, foreign languages, etc.;
- preparation and implementation of new teaching methods, particularly, information technologies;
- further decentralization and democratization of organization and management of primary and general secondary education;
- providing primary and general secondary educational institutions with modern equipment, stationery and supplies;
- search for extra-budgetary resources for education development. Remuneration norms for teaching and non-teaching staff need to be revised. Modalities of funding from local authorities and non-governmental organizations are not well explored, nor developed.

Initial vocational education

Vocational education institutions play a major role in training qualified workers. Presently, there are 442 vocational education institutions, 209 of which are professional schools, 180 are professional lyceums and 53 are business schools, with a total enrolment of 221,000 students. Students are trained for more than 260 professional occupations. Annually, on average 125,000 students are admitted to vocational education institutions. Of these, 60,000 are graduates of general secondary schools (after 11 years of schooling) and the others complete nine years of schooling.

Initial vocational education comprises the following courses:

- basic vocational education for those who completed lower general secondary education (nine years of schooling). This type of education does not provide an upper level of general secondary education. The duration of study is one-two years;
- basic vocational education based on lower general secondary education (nine years of schooling) which provides an upper level of general secondary education. The duration of study is three years;
- basic vocational education based on general secondary education which provides a professional degree. The duration of study is one-two years;
- additional vocational education, particularly, training and retraining of unemployed and upgrading of professional qualifications. The duration of study is up to six months.

The studies in vocational institutions are normally organized as day courses. About 20,000 teachers are employed in vocational education institutions. The main objectives of initial vocational education are:

- satisfying demand in vocational education. The full coverage of lower general secondary education graduates who do not enter the upper level of general secondary educational institutions;
- training of skilled workers (four-five professional ranks) and qualified specialists based on the forecast of labour market needs by sector of economy and by region;
- development of different types of initial vocational education institutions.

Secondary 'special' (vocational) education

As a remnant of the former Soviet education system, there still exists a stage of so-called secondary 'special' education, which is an authentic form of professional education based on nine-year general secondary education plus specialized technical courses in professional and technical colleges. Previously, this stage was necessary to ensure training of lower-level professional specialists for particular technical disciplines and professions. At the same time it allowed for a certain differentiation of student flows which enabled some of them to continue further education in higher-education institutions according to their profiles.

In Uzbekistan, a number of changes were made to facilitate the employability of graduates of professional education in the future. Students can voluntarily choose their profile of studies, as prescribed by the National Programme for staff training and development. There is a choice of two major orientations within three years of studies. First, for those who are qualified for the academic lyceums, an in-depth programme is aimed at the perfection of knowledge and competence in order to prepare them for higher-education studies or an advanced world of work. As regards professional colleges, these students should develop their professional qualifications and acquire at least two well-defined professional profiles. The combination of general education and professional studies in professional colleges should be achieved by means of the so-called 'dual' system of training, which integrates practical skills into studies.

The graduates of both academic lyceums and professional colleges receive state diplomas that, subject to their orientation, can permit them to continue their studies in relevant higher-education institutions.

At present, before the full-scale implementation of the National Programme of staff training and development, 258 'special secondary' institutions (including 82 colleges) train middle-level technicians, such as nurses, primary-school teachers, etc. Out of 197,161 students presently enrolled, 145,305 students attend day classes, 7,547 attend evening classes and 44,309 study by means of correspondence courses.

Admission to 'special secondary' institutions is based on completed and non-completed secondary education. For example, in 1998 out of 72,062 newly admitted students 30,528 students completed 11 years of schooling. The total number of teaching staff is 12,582 positions. In addition, 3,427 teachers and trainers work part time.

Given the status and potential of 'special secondary' institutions, efforts are being made to attract graduates of lower general secondary school and to provide them with completed secondary education and professional skills. In order to achieve total coverage of teenagers with education, professional schools have been opened on the basis of 'special secondary' institutions. At these schools, graduates after nine years of schooling can continue their studies without entrance examinations.

The reform of the education system will, first of all, concern the issue of 'special secondary' education. According to the National Programme for staff training and development, admission to the 10th grade of the previous secondary cycle is planned to be reduced and discontinued in 2000-2001. Admission to professional and 'special secondary' education institutions will be discontinued in 2000-2001. Admission to academic lyceums and professional colleges will start in 1999-2000. By 1 September, 2006, total enrolment in these educational institutions will reach 17,344,000 students. In other words, all existing professional and 'special secondary' education institutions will be closed and professional and technical institutions of a new type will be created, on their basis.

By the beginning of the 2006-2007 academic year, school capacity should increase by 10,383,300 students.

Obviously, it is indispensable to prepare new curricula, teaching materials, textbooks, as well as to train and to retrain new teachers. This requires creation of new structures and institutional mechanisms and significant additional financial and human resources.

In order to ensure fulfilment of this programme, a Republican Law on education and a Republican Law on a National Programme for staff training and development were adopted on 29 August, 1997. On 24 February, 1998, a legislative Act on the organization of academic lyceums and professional colleges was adopted by the Government of Uzbekistan. According to it, the Centre of professional education attached to the Ministry of Public Education was created, with a total number of 60 employees. The main goals of this centre are:

- co-ordination and management of professional and technical education institutions;
- defining the professional orientation of academic lyceums and professional colleges;
- ensuring their optimal distribution across the country, taking into account geographical, demographic, social and economic conditions of different regions, as well as maximal coverage of students who prefer to stay with their families according to the Uzbek tradition;
- execution of responsibilities of stockholder for design and construction of lyceums and colleges;
- development and control of fulfilment of state educational standards;
- analysis and review of the international and republican experience in training of qualified civil servants, working out the requirements for the education quality of professional education;
- providing academic lyceums and professional colleges with computers, preparation and introduction of new textbooks, teaching materials, pedagogical technologies, etc.

The main functions of regional departments of professional education are:

- co-ordination, management and providing professional education institutions with teaching materials;

- fulfilment of state educational standards, organization and control over construction and renovation of academic lyceums and professional colleges;
- ensuring integration of professional education institutions with enterprises which have an obligation to recruit graduates, irrespective of the type of enterprise;
- providing educational institutions with textbooks, teaching materials, computers, etc.

Regional departments of professional education are created within the Government of Karakalpakstan, *hokimiyats* of regions and of Tashkent. At the same time, they are attached to the central Ministry of Higher and Secondary Special Education of Uzbekistan (to the specialized centre for 'secondary special' and professional education).

These regional departments are created on the basis of liquidated departments of professional education of the Ministry of Public Education of Karakalpakstan and education departments of regions and the city of Tashkent.

The Ministry of Public Education of Uzbekistan executes organizational, pedagogical and scientific management of existing professional education institutions, and of those newly created on their basis, academic lyceums and professional colleges. It also provides preparation of state educational standards, standardization of curricula, training of teaching staff, etc.

The existing professional education institutions and newly created professional colleges which were previously attached to the Ministry of Culture, the Academy of Arts and the Ministry of Health remain under the same authority as before.

The existing 'special secondary' and professional education institutions and those professional colleges that should be created on their basis will have dual subordination. These institutions will belong at the same time to respective line ministries, public organizations, as well as individual companies, associations and enterprises.

All the bodies mentioned above should ensure the funding of respective educational institutions, professional training and acquisition of practical skills by students. They should also respond to demands of the labour market in manpower and ensure the employment of their graduates.

The existing procedures of financing educational institutions by sectoral ministries, public organizations and enterprises remain unchanged.

Following the decision of the government dated 1998, within a short period of time, the Ministry of Higher and 'Special Secondary' Education prepared and submitted to the government for adoption a legislative Act on reforms in 'special secondary' and professional education in Uzbekistan. It also prepared and submitted the statutes of academic lyceums and professional colleges with dual subordination. The Ministry also submitted a list of experimental academic lyceums and professional colleges to be organized within a short period of time.

Moreover, the Ministry of Higher and 'Special Secondary' Education jointly with the State Testing Centre was authorized to prepare and submit to the government for approval the draft regulations of admission to academic lyceums and professional colleges. The Government of Karakalpakstan, *hokimiyats* of regions and the City of Tashkent, the Ministry of Higher and 'Special Secondary' Education, jointly with other line ministries and public organizations, were requested to identify trustees for newly created professional colleges amongst stable enterprises, organizations and companies, irrespective of their type.

The Ministry of Higher and 'Special Secondary' Education jointly with the Academy of Sciences of Uzbekistan were requested to ensure the patronage over professional colleges by professional higher-education institutions, and that of academic lyceums – by the research institutes of the Academy of Sciences. At the same time, a decision was taken to elaborate legislative Acts regarding trustees of professional colleges and on patronage of professional colleges and academic lyceums.

In addition, the Ministry of Higher and 'Special Secondary' Education was authorized to ensure the training of pedagogical and engineering staff for 'special secondary' and professional education according to the target numbers of staff, disciplines and profiles.

In order to ensure further implementation of the National Programme for Staff training and development, Decision No. 203 by the Cabinet of Ministers on the organization of general primary and secondary education in Uzbekistan, and Decision No. 204 by the Cabinet of Ministers on the organization of 'secondary special' and professional education in Uzbekistan were approved by the government. In these decisions the measures were defined to set up the expert groups for developing new textbooks, curricula, etc.

Higher education

At present, there are 60 higher-education institutions enrolling 165,600 students, including 108,700 students studying on a full-time basis.

Higher-education institutions train specialists in 272 disciplines in conformity with the economic needs of the republic.

Higher special education starts at the entry age of 18-19 years and lasts at least four years. It is divided into two stages: initial programme leading to Bachelor degree, and subsequent course leading to Master degree.

The Bachelor programme is one of the basic programmes of higher education, which lasts four years and results in receiving a specialization and a diploma of higher education. The Master programme is a special programme of higher education according to the chosen profession profile, which lasts two years and is based on the respective Bachelor programme. This programme leads to the Master degree.

The National Programme for staff training and development envisages the introduction of one more stage in completing the continuing-education system. This stage is divided into a postgraduate programme leading to Candidate degree, and a postgraduate programme leading to Doctor degree.

The Candidate Programme lasts three years and is based on the Master Programme. It is aimed at training highly qualified scientific and pedagogical staff in different specialities. This programme leads to a Candidate degree on the chosen speciality. The Doctor Programme lasts three years, on the basis of the Candidate Programme, and leads to a Doctor degree. In other words, the previous system of degrees and qualifications was still maintained, together with a gradual change towards the new Bachelor/Master system of degrees and qualifications.

Sector-wise, higher education is taught in 16 universities, 7 medical colleges, 4 industrial colleges, 4 agricultural colleges, 5 institutes of economics, 2 transport institutes, law institute, etc. Training is conducted in six languages of the CIS countries: Uzbek, Russian, Karakalpak, Tadjik, Kazakh and Turkmen. By the beginning of 1997, 24,000 teachers were employed in higher education; 49 per cent of them hold Doctorate or Candidate degrees, 1,300 teachers hold a Doctorate degree and the rank of professor.

In the 1996-1997 academic year, 28,733 students (including 22,761 day students) were admitted to higher-education institutions. Admission to higher-education institutions is conducted through national tests (based on codes and random examination questions).

Nowadays, given the importance of higher education in the economic development of the republic, the process of reforming the higher-education system is under way. With the objective of bringing the education system of Uzbekistan closer to international educational standards and to improve the knowledge level of students, the network of higher-education institutions has been expanded. For example, eight new universities have been created on the basis of existing pedagogical institutes. Further activities are planned to continue this trend.

In the 1992-1993 academic year, the University of World Economics and Diplomacy was set up, where specialists in foreign trade and foreign affairs are trained. The Agricultural University and University of Economics were also founded. Two more academies were opened, i.e. the Academy of State and Public Management and the Academy of Banking and Finance, which re-train decision-makers and specialists of different levels and offer Master programmes for higher-education graduates, subject to their profile.

State educational standards and educational legislation are in the process of revision. The list of profiles (professions), curricula and educational programmes have been revised, and the multi-level training of specialists (where humanitarian education is considered as an essential part of professional training of civil servants) has been introduced.

Large-scale efforts are undertaken to facilitate the admission of students to higher-education institutions, on the basis of national tests, and to apply the rating evaluation of students' knowledge. A legislative Act on the recruitment of teachers and professors on a contractual basis, which should increase the quality of teaching at higher-education institutions, was elaborated and implemented.

Particular attention has been given to broadening contacts with educational and research centres of developed countries. Exchange programmes for students and training and retraining programmes for civil servants and professionals have been elaborated; several educational institutions and research centres have been jointly opened. Presently, 2,000 Uzbek students study at universities of Germany, India, Saudi Arabia, Turkey, UK, USA and other countries.

The President's foundation 'Umid' (Hope) was established by a special decree of the President of Uzbekistan. The main objective of this foundation is to support studies of gifted young people abroad. With the assistance of the American non-governmental organization 'ACCELS' 200 gifted girls and boys have been selected for studies at Cambridge, Oxford, the Sorbonne and other prestigious educational institutions of foreign countries. At the same time, more than 3,000 foreign students from 50 countries study in the Republic of Uzbekistan.

It is worth noting that 'special secondary' and higher-education institutions admit 'contract' (fee-paying) students with full cost-recovery of expenses provided by companies or families.

Chapter III

Educational financing and budgeting in Uzbekistan

Since its independence in 1991, Uzbekistan accords priority to the area of education. On 2 July, 1992, a new Law on Education was adopted to take into account the education systems of various developed countries, as well as the specifics of the country context. This Law was mainly devoted to the changes in legal foundations and funding of education.

The Law on Education postulated that educational institutions were funded on the basis of state norms from the central and local budgets, as well as from extra-budgetary sources, i.e. private companies, non-governmental organizations, individuals and additional sources. The state should guarantee priority to the expenditure for education. It pledged to allocate annually an adequate amount of funds sufficient for education development. The state was also obliged to ensure a gradual rise in the expenditure norms per student, in order to bring them closer to world standards.

According to this law, any earned, unspent, remaining and residual amounts of the allocated resources can be retained by educational institutions, irrespective of their source of funding. Educational institutions are allowed to earn their own income when they provide population and companies with fee-paying services and to carry out other income-generating activities that are not prohibited by the law. These essential legal norms became a basis for the organization of financial management of educational institutions, their resources and expenditure, which thereafter were considered tax-exempted.

The regulations for education budget preparation should therefore follow state legislation. The budgetary process starts with a prospective stock-taking and evaluation by educational institutions and educational authorities of key educational indicators. These are the target number of admissions to the first grade of primary school, the number of graduates from the 9th grade of secondary school, the target number of admissions to the 10th grade of general high school and professional and technical institutions.

The main criterion for educational planning and education budget preparation is full coverage of the school-age population, which should be legally admitted and enrolled in the first grade of primary education. Another principal objective is to increase the coverage of the school-age population at the level of admission to the 10th grade of general upper secondary school and to other types of educational institutions.

Budget preparation in Uzbekistan is based on the 'bottom-up' method. The education development plans are first developed at the level of districts and cities, and then are reconciled with local departments of the Ministry of Macroeconomics and Statistics, and relevant bodies of the Ministries of Finance and Labour.

At the regional level, these projections are reviewed by regional statistical departments and regional departments of the Ministries of Finance and Labour. The projections are then aggregated to take into account the density of population, the ethnic groups and other local elements. On this basis an aggregated budget demand is made which uses as justification such budget programming variables as projection of admission, availability of places at schools, norms for average class size, current enrolment, transition rate and graduation from educational institutions (including the newly established lyceums and gymnasiums). The same criteria, based primarily on the admission and enrolment target numbers, are used for all other types of public education institutions: kindergartens, professional and technical institutions, non-formal institutions, etc.

Overall budgetary requests are made, taking into consideration the projections of enrolment and graduation, existing school capacity, teaching materials, equipment, etc. Particular attention is given to the recommendations of the annual working seminar of the Ministry of Public Education, which scrutinizes and reviews the role and objectives of educational institutions as translated into quantitative and financial implications throughout the process of budget preparation.

Representatives of the regional departments of education have to present and defend their budgetary requests in the course of working meetings at sectoral departments of the Ministry of Public Education, as regards projections for pre-school, general secondary or professional education enrolment. These projections and budgetary requests are thoroughly reviewed in detail together with representatives of the Ministry departments of pre-school, general secondary or professional education.

Within the process of decentralization in educational management, the responsibilities of local and particularly regional authorities (hokimiyats) are constantly growing, while the funding functions of the central Ministry of Public Education tend to decrease. As regards growing enrolment in pre-school, general secondary and non-formal institutions, requests for building new schools, canteens and other school facilities, renovation of existing school buildings and their preparation for a new school year, purchase of equipment and teaching materials, are reviewed by local and regional authorities in charge of capital construction, maintenance and supplies on the basis of norms of enrolment and other indicators. This review is undertaken together with representatives of regional education departments and under the overall guidance of the Planning Department of the Ministry of Public Education. It is based on the results of the previous year, i.e. enrolment, number of teachers, average class size, school capacity, availability of textbooks, equipment, furniture, etc.

Similar evaluations are made for 'special secondary' and higher-education institutions, training and research centres and non-formal education institutions which are attached to the central (republican) authorities. Emphasis is placed on developing and publishing new teaching materials and textbooks. Until now the central authorities provided educational institutions with fuel, school uniforms and teaching materials on the basis of requests from regions and the established norms.

Aggregated budgetary requests are translated into monetary terms on the basis of physical norms and price indices which account for the actual rate of inflation. Then they are submitted to the Ministry of Finance together with all relevant budget justifications, annexes and appendices. A separate draft request for research and applied studies is submitted to the State Committee on Science and Technology, whereas projected requirements in capital expenditure are submitted to the Ministry of Macroeconomics and Statistics.

At the next stage, the representatives of the Ministry of Public Education should justify the submitted projections at jointly organized meetings with the Ministry of Finance, the Republican Committee on Science and Technology and the Ministry of Macroeconomics and Statistics.

On the basis of the projected income side of the state budget, budget proposals for other sectors and priorities of the state policy, the Ministry of Finance prepares a consolidated draft budget (including draft budget for education). It is necessary to point out that certain educational institutions are attached not to the Ministry of Public Education and local authorities (*hokimiyats*), but to other central ministries and government bodies.

The Ministry of Finance submits the consolidated draft budget on behalf of the government to permanent committees and commissions of the republican Parliament (*Oly Majlis*). These committees and commissions make their own analysis and review of the draft budget proposals. Following this, they organize hearings when the reports of respective ministries and other government bodies are aired and discussed face to face. Finally, the consolidated draft budget is presented at the session of the Parliament. The budget is considered approved if the Parliament adopts it.

After the adoption of the republican budget, the Ministry of Finance allocates the agreed amounts of funding to be made either from the central or local budgets. Consequently, local budgets are adopted by local legislative bodies.

At present, in order to increase the responsibility of *hokimiyats* in the financial management of education, most educational institutions (98 per cent of the total) are financed from local budgets (regional/district/city financial departments). Only a few boarding schools and 'specialized' and non-formal education institutions are still financed from the central budget.

Regional/district/city education departments should present their reports and summaries of accounts to their funding organizations, i.e. regional/district/ city financial departments. As a result, the central Ministry of Public Education can only indirectly influence allocation of expenditure for education in the field (regions, districts and cities).

As mentioned before, the volume of expenditure is determined not by budgetary requests, but by the income side of the budget, that is a temporary measure undertaken during the transition period to a market economy. At the same time, the fact that most educational institutions are now financed from financial departments of local and regional authorities (*hokimiyats*) which are independent from the Ministry of Public Education, means that in the case of under-financing, educational institutions can appeal only to these financial departments and their *hokimiyats*.

Nevertheless, due to continuing interaction between the economic department of the Ministry of Public Education and financial departments of the Ministry of Finance, the expenditure side of the budget is usually executed and the planned resources are normally released without serious delays. Yet, as a rule, educational institutions seem to be under-funded because of inflation and low cost norms for recurrent expenditure.

Whereas government policy is to accept the budget requests of the Ministry of Public Education without major revisions and adjustments, at present, the final version of the national education budget has to take into account the education priorities established by the National Programme for staff training and development. Among these priorities are: increasing the number of lyceums and gymnasiums, creation of schools for gifted children, of new combined types of educational institutions (kindergarten/school/higher-education institution) and of education research centres, as well as supply of educational institutions with computers.

As a result of co-ordination between the Central bank and its local affiliates together with the Ministry of Finance, and with the assistance of the central government, regular release of funds for staff remuneration and payments of salaries is ensured. However, in some cases a lack of liquidity in local affiliates of the Central Bank does not permit to make these payments, in spite of the fact that these resources are available on the accounts of local and regional education departments in these banks.

In spite of the budget deficit of the government, the authorities at all levels make efforts to ensure the development of the public education system, the social protection of teachers, the increase in teachers' salaries, students' bonuses and other benefits.

While the norms regarding repairs, maintenance and equipment of educational institutions, school uniforms for boarding schools, school meals, textbooks and teaching materials, etc. remain unchanged and, as a whole,

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meet current educational needs and standards, yet their indexing to inflation poses a challenge. The real volume of educational funding may not correspond to the current rate of inflation. For this reason, particular attention is given to remuneration of educational personnel, to revision and improvement of respective norms, to guaranteeing bonuses and other incentives for non-teaching and, particularly, teaching staff. Whereas the remuneration norms for non-teaching personnel remain unchanged, the norms on class size, teacher workload, allowances for additional duties, are constantly adjusted.

Since the independence of Uzbekistan in 1991, teacher workload has decreased from 20 hours per week to 14 hours per week for teachers of 1-4 grades; from 18 to 16 hours per week for teachers of 5-11 grades and from 30 to 25 hours per week for teachers of boarding schools. During these years the salaries of educational personnel were constantly increasing. After introduction of the Unified framework of remuneration, the increase in teacher salaries is executed in accordance with the increase of minimum salary of civil servants. During the years of independence, the Unified framework of remuneration has been modified twice. On 1 April, 1996, a new Unified framework of remuneration containing 22 instead of 28 ranks was introduced, with a simultaneous 1.43 times rise in teacher salaries, whereas the salaries of other civil servants increased 1.38 times.

According to the proposal of the Ministry of Public Education, the amount of special bonuses for additional duties, i.e. school management, checking of written homework, etc. is estimated as a percentage of the basic minimum wage. This permits a significant increase. If before the introduction of this new method for their calculation, the amount of bonuses represented 1-2 per cent of minimum salary, at present, it represents 20-25 per cent of minimum salary.

Rewards for civil servants were enhanced after the approval of the Decree of the President of Uzbekistan of 16 August, 1995, according to which all organizations concerned, and particularly educational institutions, were allowed to set up a special bonus fund estimated at 15 per cent of the institution budget and financed from the central (republican) budget. The allocations for this fund are automatically included in budgetary requests and are added, almost in their entirety, to the wage bill of teaching personnel. The exact amounts of bonuses from this fund are calculated on the basis of the number of teachers, schools and students and other indicators in each region.

As mentioned, salaries and other recurrent expenditure are financed from local budgets, i.e. through regional/district/city departments of public education and their cost centres. In cases where educational institutions have their own accounts and accounting divisions, they receive their funding through centralized accounting divisions of regional/district/city departments of public education. A number of teacher-training colleges are financed directly from regional financial departments. The educational institutions under republican authority and colleges are financed from the Ministry of Public Education. The release of funds is executed subject to the income side of the budget by the Ministry of Finance and local financial bodies on a monthly basis.

As mentioned, significant funds are needed for restructuring and creation of the target number of school places, as well as for preparing new textbooks, curricula, etc. For these purposes, a new programme of development and financing of new types of 'special secondary' institutions for 1999-2005 was prepared by the government commission, with participation of representatives of the Ministry of Finance, the Ministry of Macroeconomics, the State Committee on Construction and of other ministries, organizations and *hokimiyats*. This programme is based on provisional standards similar to world standards in providing the new educational institutions (academic lyceums and professional colleges) with teaching materials, equipment, target number of places, etc. It was adopted by the Government of Uzbekistan on 23 September, 1998. The following annexes are attached to this programme:

- Annex 1-3 – on the restructuring and creation of the target number of school places and hostels of academic lyceums;
- Annex 4 – on assignment of academic lyceums to higher-education institutions by the regions of the republic;
- Annex 5-8 – on the restructuring and creation of the target number of school places and hostels of professional colleges;
- Annex 9 – on construction of professional colleges by ministries, departments, enterprises and organizations within the Programme of new construction and reconstruction designed for 1999-2005;
- Annex 10 – on volumes and sources of funding of the Programme of development and financing of academic lyceums and professional colleges.

The major financial sources of this programme are state budgetary allocations, extra-budgetary funds, own funds of enterprises and organizations, sponsors and international aid.

The construction of new school buildings and the reconstruction of the old ones should be conducted exclusively according to the standard design of the State Committee on Architecture and under its supervision. The existing facilities of the present 'secondary special', professional and technical education institutions, other premises and unfinished construction should be used for the creation of new academic lyceums and professional lyceums in accordance with requirements for the new types of educational institutions.

The profiles of the professional colleges should be specialized according to the local context and specifics. They should be located in the proximity of the apprenticeship base and the places of residence of students. Students should be provided, if necessary, with hostel accommodation.

Academic lyceums should be created as a rule under the auspices of higher-education institutions, as well as in the cities and in district centres with highly qualified pedagogical staff. The newly established academic lyceums and professional colleges should gradually ensure full coverage of students who have completed nine grades of general secondary school, to achieve this objective by the 2005-2006 school year at the latest. Financing should be ensured from the state budget, as well as from alternative sources, including own funds of enterprises and organizations, sponsors and direct investments.

Within the framework of the medium-term investment programmes for the period 1999-2005, the Ministry of Macroeconomics and Statistics, the Ministry of Finance, the Government of Karakalpakstan, *hokimiyats* of regions and of Tashkent, and other ministries and government bodies should define the limits and the financial sources (including allocations from the state budget) that will be required to accomplish the Programme of development and financing of facilities for academic lyceums and professional colleges. The time-frame for implementation and diversification of the financial sources of the formerly adopted investment programmes could be revised, if necessary. Co-operation with international financial institutions and other foreign investors should be maintained on a permanent basis in order to attract foreign investment on favourable terms for implementation of the programme and considering respective government commitments. The programme target indicators could be adjusted, if necessary, throughout the process of implementation.

According to the programme, the taxes on profits of juridical entities are reduced by the amount of funds diverted for the construction, reconstruction, restructuring and equipment of professional colleges and academic lyceums. Imported teaching and laboratory equipment of educational institutions is exempt from taxation. The provision of academic lyceums and professional colleges with modern equipment should be conducted gradually, as the financial resources are obtained.

The government commission which was created in accordance with Resolution No. 204 of the Cabinet of Ministers of 13 May, 1998, should ensure permanent monitoring of the implementation of the Programme of development and financing of academic lyceums and professional colleges for 1999-2005.

According to Resolution No. 406 of 23 September, 1998, in 1999-2005 it is planned to ensure the functioning of 181 academic lyceums enrolling 129,488 students, 116 of which (with enrolment of 92,625 students) will be newly constructed. Six lyceums enrolling 3,375 students will be established on the basis of unfinished construction, 31 lyceums enrolling 14,208 students and 4 academic lyceums enrolling 2,700 students will occupy existing facilities of higher-education institutions, 19 lyceums enrolling 14,105 students will be transformed from general secondary schools and 5 lyceums enrolling 2,475 students will use other buildings. These projections and measures will spread over the regions of the republic.

In 1999-2005, it is expected to restructure and open 1,611 professional colleges with total enrolment of 1,038,228 students, 341 of which (with enrolment of 324,449 students) should specialize in the areas of industry, transport and communication; 230 (with enrolment of 145,406 students) should specialize in construction and infrastructure. It is planned to open 479 agricultural colleges enrolling 292,657 students, 85 medical colleges enrolling 62,166 students, 187 teacher-training colleges enrolling 129,535 students and 289 colleges in the area of services enrolling 178,314 students. These projections and measures will spread over the regions in the same way as for the academic lyceums.

A total of 815 professional colleges enrolling 530,590 students will be newly constructed, 106 colleges enrolling 64,607 students will be based on unfinished construction, 378 colleges enrolling 215,176 students will be restructured, 238 colleges (enrolling 183,208 students) will be transformed from 'special secondary' schools and 56 (enrolling 34,642 students) from general secondary schools. A total of 18 colleges enrolling 10,005 students will use other buildings. Fifty colleges under the authority of ministries, departments, enterprises and organizations will be built under the account of new construction and reconstruction; two of them should be opened in 1999, seven in 2000 and the rest in 2001-2005.

For the period 1999-2005, it is planned to allocate the total amount of 6,697 billion Uzbek sums (1991 prices) for the development and restructuring of academic lyceums and professional colleges. Within this expenditure 6,608 billion Uzbek sums should be allocated for capital construction and equipment. To finance this investment, 240 billion Uzbek sums should come from enterprises and 60 billion Uzbek sums from *hokimiyats*, sponsors and foreign donors. A total of 88.85 billion Uzbek sums from the state budget will be allocated specifically for the reconstruction of educational institutions that will change their profile.

The volumes of expenditure from respective financial sources are divided by every year of the programme until 2005 inclusive. Moreover, the same decision stipulates the target programme of construction of academic lyceums and professional colleges by districts and regions. By the 1998/1999 school year, four academic lyceums and eight professional colleges had been established. These institutions started admitting students for new experimental disciplines that are being tested. It was planned to open by the beginning of the 1999-2000 school year, 28 academic lyceums enrolling 14,784 students and 121 professional colleges enrolling 81,162 students. In the 1999 financial year, 34 billion Uzbek sums were planned to be allocated from the central (republican) and local budgets for their construction and reconstruction.

Foreign investment has been sought for the development of 'special secondary' and professional education and for installing laboratory and technical equipment and furniture in academic lyceums and professional colleges that are expected to be introduced in 1999/2000. Consultations with foreign experts will be held on preparing new standards, management of curricula and teaching programmes, training highly qualified pedagogical staff and organization of training courses abroad.

Foreign loans have been received from the Japanese and Korean Foundations of International Economic Co-operation, from the Asian Development Bank and from other donors. Grants of the European Union and the German Agency for Technical Co-operation are in the process of negotiation. At present, experts of the Asian Development Bank analyze the results of the introduction of pilot curricula at experimental academic lyceums and professional colleges.

The draft education development project linked to a preferential credit of the Japanese Government, which is estimated at US$200 million, has been prepared. The sum of US$35 million will be received from the Korean Foundation for Economic Development and Co-operation. Within the programme of the European Union 'TACIS', a project of assistance for reforms of professional education in Uzbekistan has been prepared. On 26 April, 1999, at the Commission of the European Union a tender was put out with the purpose to define a contractor responsible for the implementation of this project. In February 1999, a project was launched for the development of professional education in Uzbekistan by the German Agency for Technical Co-operation. In regard to this project, which is estimated at 3 million German marks, training courses in different fields of professional education will be opened.

At present, the search for potential donors and investors in 'special secondary' and professional education on a beneficial or 'soft' basis is continuing. Seminars for the development of 'special secondary' and professional education have been organized jointly with foreign donors. In particular, nine seminars have been organized jointly with Germany, the United Kingdom and the Asian Development Bank. A seminar on experimental educational programmes was organized, in Tashkent, by the Institute for

Development of 'Special Secondary' and Professional Education jointly with the representatives from Germany.

According to the Law on Education, educational institutions are allowed to introduce fee-paying educational services and other income-generating activities which are not prohibited by the law. Almost all the educational institutions have extra-budgetary financial sources arising from fee-paying educational services, producing goods at workshops and farms, leasing school facilities and other services. The income from these services is spent on bonuses and allowances, development of an economic base in educational institutions, non-formal activities, etc.

The republican authorities have undertaken measures regarding the development of an economic base in educational institutions and social support of students and teachers. In particular, on 21 May, 1996, the government adopted Decision No. 182 on the Programme for the development of social infrastructure in rural areas of Uzbekistan to 2000. Under this programme, in 1997 2.51 billion sums were allocated to increase the target number of enrolments by 51,500 students in rural areas. Another decision, No. 91, on the Programme for meeting individual needs, was adopted by the government on 19 February, 1997. According to this programme, it is planned to increase bonuses for additional duties of teaching personnel by 50 per cent from the base of the minimum salary. Since 1997, all the first-grade pupils of primary schools (in 1998, about 670,000 pupils) have been provided with free accessories, such as school bags, beakers, coloured paper, etc. (in total, 11 items). Moreover, 15 per cent of grade 1-4 pupils (2,487 pupils) from low-income families will be supplied with free warm clothes. For these purposes it is planned to allocate 1.5 billion sums from the budget. Training and retraining of students and teachers at prestigious educational institutions abroad are financed by the foundations 'Ulugbek', 'Kamolot', 'Umid' and certain other foreign foundations, including 'ACCELS'.

The Financial Department of the Ministry of Public Education is responsible for collecting and reviewing statistical data, balances and financial reports. The central staff of the Ministry of Public Education (83 civil servants, 10 of whom are administrative personnel) and, in particular, the Planning Department of the Ministry (seven civil servants) are responsible for improvement of teachers' remuneration, reviewing educational norms, co-operation with line ministries, the Ministry of Finance, the Ministry of Labour, the Ministry of Macroeconomics and Statistics, the State Committee of Science and other organizations. At the regional level, similar activities are conducted by regional education departments (where the number of personnel in planning departments is often limited to one-two persons).

Chapter IV

National Programme for staff training and development

The post-independence Law on Education was adopted on 2 July, 1992, and later revised in 1997. Within the period from 1991 to 1997, many efforts were made to improve the education system.

Since 1996-1997 new spelling books have been introduced at primary schools and new teaching programmes and textbooks have been prepared, 300 educational institutions of the new type have been created and 46 general lyceums have been founded under the authority of higher-education institutions. Annually, as a rule, more than 200 new general secondary schools, pre-schools, professional and other educational institutions are opened. About 800 students and teachers have been trained abroad. Particular attention is given to moral and material rewarding of teachers. Regarding professional education, new business schools and training courses have been opened. In order to meet the demands of a market economy, new fields of professional training, i.e. individual farming, tax collection and auditing have been introduced. In the field of higher education, pedagogical institutes in the provinces have been transformed into universities, with the intention of raising their prestige. New evaluation tests have been formulated. Uzbek students and teachers have been studying abroad with the help of newly organized national funds as well as international foundations; while more than 200 foreign specialists have been invited to teach in the educational institutions of the republic.

The government has brought in measures to improve equipment and maintenance of educational institutions. At present, general secondary schools are provided with 50,000 computers, equipment for physics and chemistry laboratories and other school materials.

In order to provide social protection for the population, particularly of civil servants and educational staff, their salaries, pensions and stipends are constantly indexed. Within the past seven years, 26 Presidential decrees have been devoted to the improvement of civil servants' remuneration. Within the past two years, three special decrees of the President led to a total of three pay rises in educational staff salaries.

Moreover, the teacher workload decreased from 20 hours per week to 14 hours per week for teachers of 1-4 grades and from 18 to 16 hours per week for teachers of 5-11 grades. This permits teachers to occupy more than one position. On average in the republic, the workload per teacher at present is 1.3 positions.

Following Decision No. 409 of 20 August, 1997, of the government, on additional measures for the improvement of living standards of teachers and students, bonuses for general primary and secondary-school teachers for their tasks of school management, correction of written homework and leading of school laboratories have increased twice since 1 September, 1997. Whereas, previously, bonuses for school management represented 19.9 per cent of minimum salary, now they represent 50 per cent. The bonuses for correction of written homework have increased from 16.8 per cent to 33.5 per cent of minimum salary, and bonuses for leading of school laboratories from 9.8 per cent to 25 per cent of minimum salary.

In addition, the bonuses of school principals for school management and those of teachers in educational institutions for handicapped children have increased twice. Before 1997, the teachers' average monthly salary (including a 50 per cent bonus for teachers with higher education degree but with no qualification category) was 6,099 sums, now it is 8,132 sums. This means a 100 per cent bonus increase. The income of teachers in boarding schools has increased by 20 per cent by means of decreasing their statutory workload from 30 to 25 hours per week. Before 1997, a teacher of a boarding school working 30 hours per week was paid 3,738 sums per month, now he/she is paid 4,486 sums per month for the same amount of teaching hours.

On 13 November, 1990, the President of the Republic of Uzbekistan issued a decree on a 50 per cent reduction in payment of public utilities for teaching and non-teaching staff of educational institutions, including pre-school, non-formal and other institutions in urban areas. In rural areas, such teachers are totally exempt from these payments. More than 81,000 teachers in urban areas use free public transport. More than 117,000 teachers have been provided with apartments and more than 35,500 teachers have received land for individual house construction.

According to the new legislative Act on retirement, the retirement age of teachers with 25 years of professional experience has been lowered by five years. At present, the retirement age of women is 50 years and of men 55 years.

Whereas significant progress has been reached in the area of social protection of educational personnel, the quality of education still does not correspond to the new demands and it needs to be improved. As the President of Uzbekistan pointed out at the Parliament session on 29 August, 1997, the work accomplished so far had not produced the expected results. Firstly, the cumbersome reforms and measures under way were mostly superficial and did not provide an adequate connection between the education content and education process at different stages, i.e. they did not result in the organization of continuous education. The education system does not correspond to educational requirements of the developed democratic countries. Moreover, the training of specialists and the process of education do not correspond to the underlying reforms in Uzbekistan. All these elements make it necessary to transform the education system as a whole.

According to the initiative of the President, the National Programme for staff training and development to 2005 has been prepared. This programme defines goals, tasks and prerequisites of the reform of the education system, step by step. The main emphasis is placed on the adaptation of individuals to the new social and economic conditions of a market economy. The essence of the programme is to link the key elements, separate until now, which are: individuals, state, society, continuity of education, research, and the economy.

With the intention of elaborating the National Programme for staff training and development, the special commission and working groups were organized in conformity with the decision of 10 March, 1997 of the Uzbek Government. Leading Uzbek and foreign specialists, scientists and teachers have been involved in the process of programme preparation. In order to ensure the international expertise of the programme, foreign experts of the European Training Foundation, UNDP, TACIS and other international organizations have been invited to Uzbekistan. Significant assistance was provided by UNESCO and other international organizations. During the process of programme preparation it was envisaged:

- to reform the education system; to provide for restructuring of the existing educational institutions and the creation of new educational institutions, such as professional colleges, business schools and other educational institutions which should ensure training in conformity with new economic conditions and modern technologies;
- to improve the quality of the educational process according to international educational standards; to introduce new teaching programmes, teaching materials and modern pedagogical and informatics technologies;
- to update the organization of educational institutions; to increase the network of specialized educational institutions, particularly, for the grade 9 students. These institutions should provide training in such fields as management, economics and law;
- to inculcate high spiritual and moral qualities in young people, to train citizens devoted to their Motherland;

- to search for gifted children, to ensure their education in adequate foreign educational institutions;
- to train highly qualified civil servants who should be able to compete with highly qualified foreign specialists;
- to provide educational institutions with new teaching materials, equipment and computers;
- to create social and economic conditions for raising prestige and motivations of the education staff.

The National Programme for staff training and development will address the issues of professional and secondary education and will be implemented in three stages.

The first stage is the transition period, which covers four years from 1997 to 2001. During this period, it is essential to preserve the potential of the current education and training system and to create legal, scientific and financial conditions for its development. At this stage, it is indispensable to begin training of teaching personnel whose qualification would correspond to the new demands, creating new educational standards, preparing new curricula, reforming the structure of general secondary schools and creating the basis for a three-year education system at professional and technical education institutions (professional colleges and academic lyceums). It is also important to implement measures which would ensure the continuity of education and provide guarantees for the social security of teaching personnel.

The second period will last from 2001 to 2005. At this stage it is imperative to fully accomplish the National Programme for staff training and development. The necessary adjustments to the programme will be made, taking into account the demands of the labour market and the social and economic conditions thereafter.

The third stage should start in 2005. At this stage it is necessary to modify and develop the system of civil servants' training on the basis of previous experience and respective social and economic conditions.

The main goals of the National Programme are:

- efficient use of continuous education and its interaction with research and the economy in order to train highly qualified professionals at educational institutions of different types;
- elaboration and use of state educational standards;
- forecasting republican and regional requirements for qualified personnel;
- retraining of teachers with the aim of reforming the pedagogical process;
- improvement of professional guidance and orientation by public and non-governmental organizations;
- raising educated young people devoted to their Motherland;
- provision of state funding of educational institutions, particularly general primary and secondary schools, on the basis of improved financial, economic and technical norms;
- involving foreign investors and international donors in the financing of the education system;
- conceding to educational institutions a right to prepare their own schedule, educational programmes, instructions and to imply principles of school-based management within existing legal norms.

The state and the society should guarantee continuing development and improvement of staff training. The new state educational norms and educational programmes should correspond to international educational norms and standards and should be based on high spiritual principles.

Within the past two years the Centre of 'special secondary' and professional education attached to the Ministry of higher and 'special secondary' education, undertook some measures on the implementation of the first stage of the National Programme for staff training and development. The main task of the Centre is the preparation of the Classification of specialized fields, profession profiles and state standards of 'special secondary' and professional education with the objective of increasing the competence of the labour force, to provide interaction of education with science and industry and to raise state educational standards up to international level.

The Classification of specialized fields, profession profiles and state standards of 'special secondary' and professional education has been prepared by the Centre jointly with the Ministry of Labour, sectoral ministries, other government bodies and corporations. This Classification is included in the unified system of classification and codification of technical, economic and social information of Uzbekistan. It defines codes and titles of specialized fields and profession profiles and enumerates the codes of the International Standard Classification of Education which are used for indexing normative educational documents. At present, the Classification of specialized fields, profession profiles and state standards of 'special secondary' and professional education comprises 274 specialized fields and more than 800 profession profiles.

In order to provide quality education and to increase its level up to international standards, state educational standards of 'special secondary' and professional education are elaborated. During the process of their preparation, the international experience of the programme of the European training foundation 'Standards – 2000', as well as the political goals of Uzbekistan and its economic, social and cultural conditions have been taken into consideration.

The state standards of 'special secondary' and professional education establish norms and requirements for the quality and content of education, define the necessary and sufficient level of knowledge of students and qualification demands for graduates. They also determine teacher workload, as well as procedures and mechanisms of assessment of educational institutions' efficiency.

On the basis of the state standard called 'Special secondary and professional education, general provisions' approved by the government, the draft sectoral state standards have been prepared. The sectoral state standard defines goals, tasks and levels of the learning process and enumerates parameters and types of professional activities, knowledge and skills. Given that 'junior specialists' receive one or more professions, this standard includes parameters common to all professions, as well as individual parameters of each profession. The sectoral standard defines the minimum obligatory content of professional training: curricula, fields, subjects and levels of their knowledge. An experimental teaching programme on a given specialized field and types of control over its implementation are attached to the sectoral standard. This teaching programme of training of 'junior specialists' comprises general primary and secondary, general professional and special professional education. The sectoral standard covers the following issues:

- reasons for standard preparation;
- goals and tasks of professional standard preparation;
- characteristics of professional profile;
- scientific and pedagogical levels of the standard;
- social consequences of standard implementation;
- implementation and control over standard implementation;
- co-ordination with other normative documents;
- distribution and evaluation;
- sources of information;
- additional information.

At present, the state standards for 106 specialized fields at professional colleges and for six specialized fields at academic lyceums are prepared and tested at pilot sites. The preparation has begun of state standards for the other specialized fields included in the Classification of specialized fields, profession profiles and state standards of 'special secondary' and professional education. Within the past two years of reforms, a network of professional colleges and academic lyceums has been created. In the 1998-1999 academic year, 18 professional colleges and 14 academic lyceums were opened. In order to provide for their adequate management, statutes have been prepared and adopted. Staff training in professional colleges and improved teaching in academic lyceums have been conducted on the basis of 50 draft state standards, including 50 experimental curricula and more than 250 experimental teaching programmes.

In the 1998-1999 academic year, more than 400 references and suggestions regarding the quality of experimental curricula and teaching programmes were collected. Four republican, and one international, seminars were organized on such issues as innovations in curriculum, evaluation, assessment, sampling and data processing and management. The results of the experimental testing which started in 1998 were analyzed in the process of preparation of the follow-up to this experiment for the 1999-2000 academic year.

By the beginning of 1999-2000, already 123 professional colleges and 31 academic lyceums, with a total enrolment of 35,000 students, had been opened in the republic. By 2005, it is expected to establish about 1,600 professional colleges and academic lyceums enrolling 1.5 million students.

At present, staff training in professional colleges is conducted according to 106 specialized fields on the basis of 106 draft state standards, 106 experimental curricula and more than 1,700 experimental teaching programmes. Training in academic lyceums is performed on the basis of 6 standards, 12 curricula and 100 teaching programmes.

Twenty-six programmes concerning the subjects of general secondary and professional education have been prepared on the basis of a republican competition announced in the pedagogical press. Many specialists including academicians, members of the Academy of Sciences of Uzbekistan, professors, doctors and candidates of science and teachers participated in this competition. Some of those who were involved in the preparation of the National Programme for staff training and development had already developed experimental programmes for 9-year experimental schools that provided continuity of education.

Since 1 September, 1999, state standards, experimental curricula and teaching programmes have been tested at 66 pilot sites of the republic. The research justification and basis of this experiment have been developed. The experiment is supplied with relevant regulations, mechanisms of its analysis and control over its implementation. Special seminars have been organized at all the pilot sites and staff responsible for conducting the experiment have been selected. Analyzing, reviewing and preparing reports on the results of the experiment are performed by the monitoring department of the Research Institute for development of 'special secondary' and professional education. On the basis of these data, new textbooks and teaching materials will be prepared together with teaching kits, teaching software and audiovisual presentations.

Given the importance of the interaction of education with research and the economy, research into the system of professional education has also undergone significant reforms. The perspective plan of research of the Institute for development of 'special secondary' and professional education for 2000-2002 is directly related to experimental teaching programmes. Postgraduate students, candidates and doctors of science conduct their research at the experimental education sites.

One of the priorities of the Institute for development of 'special secondary' and professional education is revision of curricula, teaching programmes, textbooks and teaching methods, as well as elaboration of new pedagogical and information technologies. The main requirement in the content of teaching programmes and teaching materials is to provide continuity of education, high quality of knowledge and skills, student-centred learning, and democratization of the teaching process. Education should be based on principles of national policy; the historical and cultural background of the republic; a combination of international experience with national specifics; interaction of education with research and the economy, competitiveness of the labour market, and a differential approach to education. Given 24 specialized fields and 800 professional specializations, the creation of a new flexible scientific basis for academic lyceums and professional colleges represents a difficult task and requires drawing on the significant intellectual potential of the republic.

At present, the database of textbooks and teaching materials has been created at the Institute for 'special secondary' and professional education, all existing textbooks and teaching materials on general subjects have been revised, 74 groups of authors of textbooks have been created. In July-August 1999, in the newspaper 'Marifat' a competition was announced for the preparation of new textbooks for academic lyceums and for translation of textbooks for professional colleges. An agreement was signed with the Russian Federation on the purchase of 235,000 textbooks on specialized subjects.

Since 1998, all the new educational institutions have started using a rating system for evaluation of learning achievements. 'Regulations on the rating system' have been prepared, and seminars on these regulations have been held.

In order to draw highly qualified teaching personnel to academic lyceums and professional colleges, a target programme of training, retraining, selection and assessment of principals and teachers has been prepared for 1999-2006. Within this programme 203,807 staff members will be trained on the basis of centres and faculties of 38 higher-education institutions in Tashkent, regions and the Republic of Karakalpakstan. Within the past two years, 251 principals were recommended and 151 of them were appointed at 151 educational institutions of the new type. More than 2,600 graduates of the training faculty of Tashkent State Pedagogical University, Tashkent Technical University and other higher-education institutions have been recruited at the professional colleges and academic lyceums. By the end of 1999, 2,500 teachers had been trained on the basis of teacher training institutes, centres and faculties. In 2000, 11,240 teachers will be trained for educational institutions of the new type.

For further successful implementation of the programme it is essential to address the following issues:

- to analyze the results of the experiment and to revise state educational standards, teaching programmes and curricula;
- to prepare and introduce new textbooks and teaching materials;
- to improve the educational forecasts, taking into account demographic conditions, social infrastructure, national culture and language;
- to revive professional orientation at school, to diversify its types, to improve selection of children interested in particular professions, i.e. admit professionally oriented students to professional colleges. Higher-education institutions should co-operate with 'special secondary' institutions, organize experimental work on the basis of professional colleges, draw students of professional colleges into research and, consequently, provide continuity of education;
- given the transition to multi-level training of qualified personnel within the system of continuous education, it is recommended to admit students to higher-education institutions on the basis of results of graduation examinations at professional colleges and lyceums, as is practised in the education systems of the USA and other developed countries;
- in terms of interaction of education with research and the economy, it is essential to organize in one of the regions an experimental educational research industrial complex including educational institutions, colleges, lyceums and enterprises;

- on the basis of the Institute for development of 'special secondary' and professional education, it is planned to prepare innovation programmes, advanced pedagogical technologies, and to create branches of research centres and institutes in the regions;
- to increase awareness of the reforms, to organize seminars and round tables with the participation of researchers, teachers and managers of enterprises;
- to attract state and private enterprises, firms and educational institutions for the financing of staff training for academic lyceums and professional colleges as founder, trustee or sponsor;
- to ensure the participation of students in the dual system of instruction, where the educational process is combined with apprenticeship;
- to draw foreign specialists into the retraining of teachers by means of joint seminars, training courses and research projects;
- to develop international co-operation in the field of 'special secondary' and professional education, to participate in international meetings and conferences;
- to organize specialized building trusts and to prepare project documentation required for the construction and reconstruction of academic lyceums and professional colleges;
- to provide professional colleges with modern equipment and teaching materials, to use equipment and workshops of higher-education institutions, enterprises and research centres with the purpose of training students of professional colleges.

In conformity with the objectives of the education system in a short-term perspective and following the demands of educational and labour markets, the priorities of education development and professional staff training were defined as follows:

1. At present, the main task of the education system is the achievement of universal provision and access to education of the population, regardless

of its age and convictions. With this purpose in mind, a 12-year compulsory general education system has been introduced which is similar to education systems of other countries and could be compatible with the standards of the international community. The implementation of the programme will be funded mainly from the state budget.

2. Particular emphasis is placed on the preparation of a new flexible system of professional staff training:

   - a three-year course of basic professional education on the basis of lower general secondary education (nine years of schooling). Together with the general curriculum, graduates should acquire professional qualifications and receive certificates of completed general education;
   - a two-year course of 'special secondary' and professional education (at professional colleges) after 12 years of schooling. Graduates should obtain professional qualifications and diploma of completed 'special secondary' education;
   - a four-year Bachelor programme of higher professional education on the basis of 12-year general secondary education which is designed in accordance with the international standards for higher professional and academic education. Those who complete this programme are eligible for admission into two-year Master programmes (including a one-year professional course that provides a qualification of 'diploma specialist' for a chosen professional specialization).

3. One of the main priorities of a new system of staff training is the development of a market of educational services that should meet potential requests of the labour market and provide links between producers and consumers of professional knowledge and skills.

4. Particular attention should be given to achieving the link between the education system and professional staff training, on the one hand, and demand for educational services, on the other. This should be achieved by adaptation of education contents to the demand of the labour market, which is the main consumer of educational services. The achievement of this equation is a key element in increasing the efficiency of the education system under the conditions of a market economy.

5. This equation could also be achieved by the analysis of real demand for different professions and training of specialists in accordance with respective professional profiles.

6. One of the key elements of education development is the achievement of its qualitative stability and continuity, which should link:

    - the existing number of educational profiles and specializations offered by the education system to the actual skills and competences required by the labour market;
    - the National Standard Classification of professions to the National Standard Classification of educational profiles and specializations.

7. One of the main goals of education development is to ensure capacity building in terms of organizational structure and management of the network of educational institutions and programmes of educational services, on the one hand, and the qualitative and quantitative specifics of the current labour market situation, on the other. This should be achieved by:

    - the establishment of educational institutions with different forms of organizational structure and status;
    - the introduction of diversified educational programmes and courses within the same educational institutions of a given educational profile.

8. In order to ensure the training of highly qualified specialists, educational institutions, irrespective of their status and levels of education, should be supplied with modern research, pedagogical and technical facilities:

   - highly qualified educational staff. This staff should have vast experience and competence, internationally recognized degrees and should be supported by research and practical advice;
   - the quality and content of the teaching materials should correspond to the demands of the labour market and should be comparable with the best foreign textbooks and teaching materials;
   - applicability and relevance of teaching materials, teaching equipment and technical resources, as well as sources of original information and data, to the needs of educational institutions. This should increase the efficiency of educational programmes and research.

9. It is imperative to restructure educational institutions and establish a unified network of 'school-college-higher-education institution'. This vertical network should pass student flows from one level to another, and should guarantee continuity and overlapping in educational programmes and courses.

10. One of the main priorities of the new programme for staff training is strengthening the links between education and apprenticeship that has become a key element in the professional fitness of graduates of educational institutions at all levels. This should be achieved by the guaranteed provision of required working places by companies and enterprises. At the same time, educational institutions should prepare curricula and teaching programmes corresponding to the real demands of the labour market.

11. The urgent priority is co-operation with fundamental and applied research. Their complementarity should correspond to the objectives of economic

and social development. In other words, research should meet immediate requests and demands of the society under transition to a market economy.

12. It is imperative to set up a network of educational institutions either attached to universities and colleges, or autonomous, which should retrain staff of all levels or upgrade their qualifications. The training programmes for such institutions should be developed on the basis of the demands of the labour market, and short- and long-term development forecasts for different sectors of the economy in different regions.

13. The important goal of the education system is the development of international co-operation aimed at:

- achievement of equivalency and international recognition of knowledge and skills of the graduates of the Uzbek education system, including diplomas, degrees, professional qualifications, certificates, etc.;
- preparation of international research programmes of training and retraining of specialists, decision-makers, researchers and teaching personnel;
- training and retraining of specialists, decision-makers, researchers and teaching personnel at leading educational institutions and research centres abroad.

Brief information on recent government decisions regarding education development

Brief information on the Uzbek Government decision on 'Organization of general primary and secondary education in the Republic of Uzbekistan'

In conformity with the National Programme on Personnel training, for the purpose of the reformation of the general education schools' syllabus, creation of the qualitatively new system of nine-year general primary and secondary education, ensuring its continuity and inseparable link with secondary special and vocational education, the Cabinet of Ministers resolves:

1. To determine that the general primary and secondary education syllabus (grade 1-9) is to provide for:

    - systematic knowledge for students, development of their proficiency, forming of their basic educational, scientific and general cultural knowledge;
    - developing practical skills, creative independent thought, sensible attitude to the choice of profession and to the world;
    - cultivation of high spiritual and moral qualities on the basis of the integral combination of national and common human values, forming a citizen devoted to his Motherland and Nation;
    - the integral correlation of the grades 1-9 syllabus with those of academic lyceums and professional colleges.

2. To approve provision on 'General primary and secondary education in the Republic of Uzbekistan' according to enclosure No. 1.

3. To the Ministry of Education of the Republic of Uzbekistan:

   - jointly with the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan to develop the state educational standard of general primary and secondary education, namely the following:
   - determination of requirements for the quality of training and the content of education;
   - development of the necessary subjects, optimum syllabus of instruction and teaching periods;
   - to establish the qualifying requirements for pupils leaving school;
   - to determine the estimation mechanism for educational institution school activity;
   - to ensure the approval of the state educational standard of general primary and secondary education during the period of the 1998-1999 school year;
   - to complete the state educational standard, taking into consideration the outcomes of the approbation and submit it to the Cabinet of Ministers for approval before 1 July, 1999;
   - to ensure the introduction of general primary and secondary education simultaneously with the syllabus of a general education school starting from the 1999-2000 school year.

4. To the Ministry of Education of the Republic of Uzbekistan:

   - to ensure the development of a pilot syllabus for general education schools on the basis of the state general primary and secondary education standard before 1 September, 1998. To provide for the transformation of teaching hours and the syllabus of grades 10-11 respectively into the syllabus of grades 5-9, as well as into the syllabus of academic lyceums and professional colleges;

- to carry out the experimental approbation of the above syllabus in general education schools within the 1998-1999 school year;
- taking into consideration the outcomes of the experiment on the introduction of a pilot syllabus, to summarize the conclusions of teachers, specialists, and the education system management and submit the proposals to the Cabinet of Ministers by July 1999.

5. To set up the republican Committee and special task forces according to enclosure No. 2, for the purpose of ensuring control over development and approbation of the pilot syllabus and generalization of the presented proposals; to charge the Committee and task forces with responsibility for the preparation of a syllabus on the national language, literature, history, mathematics, physics, chemistry, biology and other subjects, as well as for their experimental approbation in the republic.

To set up similar committees in the Republic of Karakalpakstan, in all the regions and in Tashkent. To permit the committees to enlist the co-operation of the most experienced teachers and specialists.

To the Republican Committee: to prepare the work activity plan and, in the course of the experiment, to develop the programmes on preparation of school textbooks for grades 1-9 considering the accumulated outcomes of the experiment, proposals of the special task forces on the subjects, and regional committees.

To charge the Minister of Education, Minister of Higher and Secondary Special Education, and the President of the State Publishing Committee with personal responsibility for the preparation of the textbooks.

6. To the Ministry of Higher and Secondary Special Education, jointly with the Ministry of Education of the Republic of Uzbekistan, to formulate and incorporate into the training programme for the students of pedagogical institutes and universities, special courses on the new syllabus and teaching methods in general secondary schools, starting from the 1999-2000 school year.

7. To the Ministry of Education of the Republic of Uzbekistan, the State Testing Centre:

   - to formulate and submit to the Cabinet of Ministers the order of the regular certification procedure for educational institutions and administrative and teaching staff of general secondary education, before 1 August, 1998;
   - before 1 August, 1998 to elaborate and approve regulations on the rating-based system of assessment of student achievements for grades 5-9;
   - to implement during the 1998-1999 school year an experimental test, and to ensure an overall application of testing methods of assessment for the final evaluation of students in grades 5-9 as of 1999-2000.

8. To the Ministry of Education of the Republic of Uzbekistan: within two weeks to work out and approve the Statute of the Centre of professional orientation and psychological and pedagogical diagnosis of pupils. The major objectives of these centres are:

   - psychological and pedagogical diagnosis of children, determination of their abilities and inclinations; recommendations for admission to school for six-year-old children;
   - carrying out of annual psychological and pedagogical examination of pupils;

- rendering psychological and pedagogical assistance to children and parents in education, upbringing and social adaptation of pupils;
- assistance to pupils in their choice of education in an academic lyceum or professional college considering their abilities, professional inclinations, interests and skills.

9. To the Ministry of Education, the Ministry of Macroeconomics and Statistics, the Ministry of Finance, the Council of Ministers of the Republic of Karakalpakstan, regional *khokimyat* and of Tashkent, to provide annually before 1 August:

- schools with skilled pedagogical personnel, teaching and reference literature and didactic materials, technical and informational teaching resources;
- preparation of material resources for general secondary educational institutions, to create necessary sanitary, living and social conditions for pupils.

10. To the Ministry of Education of the Republic of Uzbekistan: the fund 'Ustoz' to organize and provide the permanent functioning of teacher retraining courses and qualification improvement courses for teachers of general secondary schools on the basis of advanced educational institutions of general secondary and higher education, developing and employing progressive teaching techniques, and contemporary pedagogical and informational technologies.

11. To the Ministry of Health jointly with the Ministry of Education of the Republic of Uzbekistan, the Council of Ministers of the Republic of Karakalpakstan, regional *hokimiyats* and of Tashkent, to provide the annual inspection of pupils, observance of sanitary and hygienic standards and sanitation orientation of the educational process.

Brief information on the Uzbek Government decision on 'Organizational measures regarding secondary special and professional education in the Republic of Uzbekistan'

With the purpose of implementation of the National Programme on Personnel Training and organization of academic *lycees* and professional colleges for the profound study of the fundamental knowledge and training of personnel in secondary special and professional education, the Cabinet of Ministers intends to take the following measures:

1. To the Ministry of Higher and Secondary Special Education, the Centre of Secondary Special and Professional Education, ministries, departments, corporations, associations and companies, the Council of Ministers of the Republic of Karakalpakstan, regional, city and district *hokimiyats*: to regard as the top priority task the organization and satisfactory functioning of the academic *lycee* and professional college system, as the key to the training of well-educated, highly skilled specialists, meeting modern requirements.

2. To pass the Regulations on 'Secondary special and professional education in the Republic of Uzbekistan' according to *Annex 1*.

3. To determine that:

    - the organization of academic *lycees* and professional colleges is to be carried out gradually (stage by stage);
    - academic *lycees* are established, as a general rule, under the higher-education institutions, on the basis of secondary special education institutions, other educational institutions and the new framework;
    - professional colleges are established on the basis of secondary special education institutions and professional and technical schools

and those equated with them, as well as taking account of the new framework;

- completion of training of the students of reorganized educational institutions and those institutions being liquidated, is provided by academic *lycees* and professional colleges, established on their basis.

4. To the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, the Centre of Secondary Special and Professional Education, jointly with the Ministry of Education of the Republic of Uzbekistan and other ministries and departments concerned: to formulate the state educational standard of secondary special and professional education before 1 June, 1999, implying:

- realization of the continuity and succession principle of general primary and secondary and higher education, determination of requirements for the quality of training and in the content of secondary special and professional education;
- formation of subjects, educational and special syllabus, and amount of school hours required for the profound study of the fundamentals of knowledge at academic *lycees* and training of specialists at professional colleges;
- determination of qualification requirements for the leavers of secondary special and professional education institutions;
- development of a mechanism for the estimation of a secondary special and professional education institution activity;
- the task of ensuring approbation of the state educational standard of secondary special and professional education, starting from the 1999-2000 school year;
- taking into consideration the results of the secondary special and professional education standard approbation, to finish its elaboration and to submit it to the Cabinet of Ministers for approval before 1 July, 2000.

5. To the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan:

   - before 1 September, 1999, to ensure elaboration of the pilot syllabus for academic *lycees* and professional colleges, foreseeing conversion of some part of school hours and the syllabus of grades 10-11 of a general education school, on the basis of the state standard of secondary special and professional education;
   - to carry out the pilot approbation of the specified syllabus at existing and newly established academic *lycees* and professional colleges, starting from the 1999-2000 school year;
   - considering the results of the experiment on the introduction of the pilot syllabus, to summarize the conclusions of the teachers, specialists, managers of the secondary special and professional education system and of higher education, and submit proposals to the Cabinet of Ministers by 1 July, 2000.

6. With the purpose of ensuring control over elaboration and approval of the pilot syllabus, as well as generalization of the proposals submitted to the Cabinet of Ministers, to set up the Republican Committee and the task forces according to *Annex 2*. To charge the Committee and the task forces with responsibility for elaboration of the syllabus for academic *lycees* and professional colleges, as well as for their pilot approbation in the republic ; to set up similar committees in the Republic of Karakalpakstan, in all the regions and in Tashkent. To permit these committees to draw into the work the necessary specialists of the ministries, departments, corporations, associations, companies and enterprises. To the Republican Committee: to draw up a work plan of the respective measures and in the course of the experiment to ensure elaboration of the task programmes on preparation of textbooks for academic *lycees* and professional colleges, taking into consideration the accumulated results, proposals of the special task forces and territorial

committees. To charge the Ministry of Higher and Secondary Special Education, the Head of the Centre of Secondary Special and Professional Education and the Chairman of the State Publishing Committee with personal resposibility for preparation of the textbooks.

7. To the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, to the State Testing Centre: before 1 September, 1999 to formulate and approve the Regulations for the rating system of control over the knowledge quality for academic *lycees* and professional colleges, implying the gradual implementation of the pilot approbation of the testing methods of the final certification for the academic *lycees* and professional college leavers.

8. To the Ministry of Higher and Secondary Special Education jointly with 'Minmacroeconomstat', the Ministry of Education of the Republic of Uzbekistan, the Council of Ministers of the Republic of Karakalpakstan, the regional and Tashkent *hokimiyats*, the fund *Ustoz*: within two months to prepare the Programme on provision of academic *lycees* and professional colleges with the teaching staff, stipulating the following:

    - developing and approving Regulations on the qualification requirements for the engineering and teaching staff of secondary special and professional education, as well as the appropriate scale of wages;
    - drawing available teachers of grades 10-11 of general education schools, secondary special and professional and technical institutions, to academic *lycees* and professional colleges;
    - directing the teaching staff trained at foreign educational and scientific centres, to the system of secondary special and professional education;
    - drawing practising scientists, economists, specialists of higher education, culture and industry into the teaching activity;

- introducing special courses on the new educational, professional programmes and teaching methods for academic *lycees* and professional colleges into the training programme for students of the teacher-training institutes and universities;
- employing extensively economic and methodical means of the scientific and industrial institutions for training the teaching and engineering staff;
- organizing systematic retraining and skill-improvement courses for the teaching staff at the principal higher-education institutions of the republic, and at the leading educational institutions developing and employing modern teaching and information technologies.

9. To charge the special Government Committee (U.T. Sultanov), according to *Annex 3*, before 1 September, 1998, to formulate the Programme of development and financing of academic *lycees* and professional colleges for 1999-2005, stipulating:

- employment of the existing economic basis for professional and technical schools, technical colleges, *lycees* and colleges;
- reconstruction of the school, professional and technical school and technical buildings;
- construction of the new academic *lycee* and professional college buildings, considering their optimum location;
- economic support of academic *lycees* and professional colleges, equipping them with laboratories and workshops, as well as computer facilities;
- provision of hostels and creation of the necessary living conditions.

The programme is to be drawn up by the calendar year, taking into consideration the staff requirements of the districts, cities, regions and the Republic of Karakalpakstan.

To the Ministry of Finance jointly with the Ministry of Macroeconomics and Statistics of the Republic of Uzbekistan: when drawing up the budget for 1999 and subsequent years, to provide the funding sources for implementation of the programme tasks from the account of the republican budget, regional budgets, respective ministries, corporations, associations, companies and enterprises, as well as sponsors.

Brief information on the Uzbek Government decision on the 'Programme of Development and financing of academic *lycees* and professional colleges for 1999-2005'

With the purpose of the realization of the goals determined by the National Programme on Personnel training, on establishing and developing the academic *lycee* and professional college system, ensuring their most favourable location on the territory of the republic, and that their technical equipment meets contemporary requirements, the Cabinet of Ministers intends to take the following measures:

1. To approve the Programme of development and financing the economic basis of academic lycees and professional colleges for 1999-2005 according to:

    - Annex 1-3 – on the reorientation and introduction of the target number of enrolments and hostels of academic lycees;
    - Annex 4 – on assignment of academic lycees to the higher-education institutions by the regions of the republic;
    - Annex 5-8 – on reorientation and introduction of the target number of enrolments and hostels of professional colleges;
    - Annex 9 – on establishing professional colleges by ministries, departments, enterprises and organizations under the new construction and reconstruction account for 1999-2005;

- Annex 10 – on the amount and the sources of financing of the Programme of development and financing of academic *lycees* and professional colleges.

2. To determine that:

- the major sources of financing of the Programme of development and financing of academic *lycees* and professional colleges are the budgetary allocations, non-budgetary funds, funds of enterprises and organizations, sponsors, foreign loans;
- the Council of Ministers of the Republic of Karakalpakstan and the regional and Tashkent *hokimiyats* are entrusted with the task of co-ordination of the Programme of development and financing of academic lycees and professional colleges;
- construction of the new buildings and reconstruction of the old ones is conducted exclusively according to the standard projects of 'Goscomarhtekstroi' and under its supervision.

3. To the Council of Ministers of the Republic of Karakalpakstan, the regional and Tashkent *hokimiyats,* jointly with the Centre of Secondary Special and Professional Education, the Ministry of Education, the Ministry of Macroeconomics and Statistics, the Ministry of Finance of the Republic of Uzbekistan, and the ministries and departments concerned: within the period of one month to formulate and approve the regional Programmes of development and financing of academic *lycees* and professional colleges for 1999-2005, proceeding from the territorial address programmes on reorientation and introduction of academic lycees and professional colleges (*Annexes 11, 12*), taking as a basis the following principles:

- maximum employment, on an economic basis, of operating secondary special and professional and technical education institutions as well as other buildings, premises and unfinished construction projects to establish and quarter academic lycees and professional colleges in accordance with the requirements made on the new types of educational institutions;

- rational specialization and location of professional colleges considering the proximity of the practical work base and the students' place of residence;
- establishment of academic *lycees*, as a rule under higher-education institutions, as well as in cities and regional centres, disposing of the highly skilled pedagogical staff school;
- gradual enrolment of grade 9 leavers in the newly established academic *lycees* and professional colleges, with the new forms of instruction fully implemented in the 2005/2006 school year at the latest;
- efficient employment of budgetary funds and the extensive drawing of alternative sources of financing, including the funds of enterprises and organizations, sponsors, and direct foreign investments.
- establishment of list of addresses of the new academic *lycees* and professional colleges in the regional programmes and provision made for the implementation of the programmes' goals.

4. To the Ministry of Macroeconomics and Statistics, the Ministry of Finance of the Republic of Uzbekistan, jointly with the Coucil of Ministers of the Republic of Karakalpakstan, regional and Tashkent *hokimiyats* and other ministries and departments of the Republic of Uzbekistan concerned:

- within the framework of the yearly investment programmes for the period 1999-2005, to stipulate the limits and the sources of financing (including budgetary allotments) at the level ensuring realization of the Programme of development and financing of academic *lycees* and professional colleges, revising, if necessary, the period of realization and the sources of financing of the formerly adopted investment programmes and projects;

- to co-operate with international financial institutions and other foreign investors on attracting direct foreign investments on favourable terms for the realization of the programme, considering the government guarantee granted for this purpose;
- taking into account the practice of implementation of the tasks of the Programme of development and financing of academic *lycees* and professional colleges, to submit proposals on the possible adjustment of the programme indicators.

5. To the ministries, departments, corporations, associations, enterprises and organizations, from their own and attracted funds:

   - to provide for the introduction of professional colleges in good time according to *Annex 9*;
   - to carry out reorientation of the secondary special and professional and technical education institutions, in conformity with the regional programmes of development and financing of academic *lycees* and professional colleges.

6. To determine that:

   - the taxable income of juridical persons is reduced by the profit amount, directed to the construction, reconstruction, reorientation and equipment of academic *lycees* and professional institutions;
   - the imported teaching and laboratory equipment for educational institutions is exempt from taxation.

7. To determine that the full equipping of academic lycees and professional colleges with modern equipment is conducted gradually, as the financial resources are obtained.

To the 'Goscomarhitectstroi', the Centre of Secondary Special and Professional Education of the Ministry of Higher and Secondary Special Education, in co-ordination with the Ministry of Macroeconomics and Statistics, the Ministry of Finance of the Republic of Uzbekistan: before the end of 1998, to formulate and submit to the Cabinet of Ministers for approval the standards for equipping the academic lycees and professional colleges, placing the item for equipment of a construction project, included in the estimate of expenditure, on a separate line.

8. To charge the Karakalpakstan republican and regional management with the construction of academic *lycees* and professional colleges; the Centre of Secondary Special and Professional Education with the prime customer functions ; and the territorial specialized building trusts on construction and reconstruction of academic *lycees* and professional colleges, with a prime contractor.

   To determine that the Chairman of the Council of Ministers of the Republic of Karakalpakstan and regional and Tashkent *hokimiyats* are personally responsible for implementation of the regional programmes.

9. To the Centre of Secondary Special and Professional Education, jointly with the Ministry of Macroeconomics and Statistics and the 'Goscomarchitectstroi': before 1 December, 1998 to prepare the full set of tender documentation for the building projects of 1999.

10. To the Council of Ministers of the Republic of Karakalpakstan and regional *hokimiyats:* to provide professional colleges of agricultural profile with land plots not less than 20 hectares, for the organization of experimental subsidiary farms.

11. To the government committee established according to Resolution No. 204 of the Cabinet of Ministers of 13 May, 1998: to ensure constant

monitoring over the implementation of the tasks of the Programme of development and financing of academic *lycees* and professional colleges for 1999-2000.

Brief information on the Uzbek Government decision on 'Measures of acceleration of educational services, market formation and marketing personnel training'

The following set of measures was prepared with a view to implementing the Laws of the Republic of Uzbekistan on 'Education' and on the 'National Programme of Personnel training', and the Decree of the President of the Republic of Uzbekistan on 'Fundamental reformation of the education system and personnel training, education of an accomplished generation'. With the aim of bringing the education system into line with the requirements of democratic and market reforms, development of competition in the marketing of educational services, formation and development of marketing in the field of personnel training, the following measures were proposed:

1. To determine that personnel training at higher-education institutions, as well as postgraduate education, is to be carried out on the basis of the government educational grants and tuition fees paid on a contractual basis.

   Personnel training at the higher educational level and highly skilled personnel training by government order (projections) are to be performed on the basis of the government educational grants annually allocated among public and non-public educational institutions.

   To the Ministry of Macroeconomics and Statistics; the Ministry of Finance: to determine annually the quota parameters for general admission to higher-education institutions, including government grants, together with the Draft State Budget for each year.

Educational expenses to the account of government educational grants for the forthcoming year are to be covered from the republican budgetary funds.

2. To determine that personnel training following applications of enterprises and organizations is to be carried out by educational institutions on a contractual basis. Grants of enterprises and organizations can be offered both to educational and scientific institutions and directly to citizens. Allocation of grants by enterprises directly to citizens is carried out only according to the results of competitive examination for their admission to educational and scientific institutions.

   Educational expenses including the remuneration of teachers of education and scientific institutions and supervisors, maintenance development, and strengthening of the economic base, are to be included in expenses related to the funds obtained from enterprises, organizations and citizens on a contractual basis.

3. To the Ministry of Higher and Secondary Special Education, jointly with ministries and departments with higher-education institutions of their own, taking into account applications and references: to present to the Ministry of Macroeconomics and Statistics before 1 March, the target numbers of entrants' enrolment proceeding from the requirements of educational and normative indicators of higher-education institutions.

4. To the Ministry of Macroeconomics and Statistics: according to state demand for specialists of certain types, considering the chosen priorities of government support for economic sectors and branches, provision of the continuous education system with highly skilled pedagogical personnel, and proceeding from the teaching and normative indicators of the higher-education institutions, to present to the Cabinet of Ministers of the Republic of Uzbekistan annually before 1 April its proposals on target numbers for entrants' enrolment.

5. To the Ministry of Macroeconomics and Statistics, Ministry of Higher and Secondary Special Education, Ministry of Finance, Ministry of Justice, Ministry of Labour, the State Committee on Science and Technology, and the Academy of Sciences: to formulate and present for approval before March 1998, regulations (status) on educational grants for the government and non-formal education institutions. These regulations stipulate the following:

   - the order of allocation of the government education grants for educational and scientific institutions from the republican budget;
   - the order of allocation of grants by enterprises and organizations on a paid contractual basis for education, scientific institutions and citizens;
   - the order of realization of competitive examination for formal and non-formal education institutions on obtaining government education grants;
   - obligations and responsibilities of the parties for fulfilment of the terms for rendering educational services;
   - the order of employment of specialists.

6. To the Ministry of Macroeconomics and Statistics: to formulate and introduce before 1 March, 1998:

   - normative and reference documents for marketing departments of the higher-education institutions on forecast demands for educational services;
   - republican database on the formation of the educational services market.

7. To the Ministry of Higher and Secondary Special Education: to ensure formation of marketing units in the ministries, as well as in each higher-education institution, within the limits of the general estimate of

expenditure, using all the sources of finance, assigning to them the task of the study of demands of enterprises, organizations and citizens of the republic for educational services.

8. To advise commercial banks to pay particular attention to the availability of plans for the training and retraining of specialists for the created manufacturing enterprises, together with determination of sources for their funding, when allotting credits for investment projects of large-scale enterprises.

9. To the Ministry of Labour; the Ministry of Higher and Secondary Special Education; the State Property Committee, jointly with the Council of the Trade Union Federation and the Uzbekistan Chamber of Commodity Producers and Owners: to formulate and submit to the Cabinet of Ministers for approval the normative Act on support for:

   - employers granting work places for young specialists and those combining work at enterprises with studies;
   - enterprises and scientific institutions using efficiently the industrial and scientific potential for the training and further training of personnel on their own base, including admission of students for practical studies and apprenticeship.

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Brief information on the Uzbek Government Decision on 'Community learning centres' (CLCs)

Section 1: Genesis and education of the CLC as an innovation

Introduction

In August 1997, at the ninth session of the *Oliy Majlis* (Parliament) of the Republic of Uzbekistan, the new Law on Education and the National Programme of Personnel training was adopted. The main aim of the present programme is the fundamental reform of the education system and to realize lifelong, continuous education (formal, non-formal and informal). In this regard Uzbekistan is faced with new challenges, particularly in the field of non-formal and informal education. The new educational institutes

in the form of NGOs ('Ustoz' Teacher Foundation, 'Kamolot' Youth Foundation, 'Umid' (Hope) Foundation, 'Ulugbek' Foundation, 'Oltin Meros' (Golden Heritage) Foundation, 'ECOSAN' Foundation, 'Marifat va manaviat' (Educational and Spiritual Revival) Organization, 'Mahalla' (Community) Foundation, 'Oila' (Family) Association, 'Women's Committee', 'Soglom Avlod Uchun' (For Healthy Generation) Foundation, etc.) have been created with the initial support of the Government of Uzbekistan. One of the main objectives

of these educational institutes is to promote innovations in the field of non-formal and informal education and initiate innovative projects and strategies to promote literacy (including functional literacy), and quality of education. The policy of the government is to provide everyone, in addition to the basic education, with skills in various subjects such as computer literacy, economic information, and foreign languages. Such a policy is necessary during the transitional period to the social-oriented market economy with new democratic institutions. In this field new local partners, such as family and local communities (*mahalla*) have been identified in order to develop non-formal education methods. With the initiative and support of UNESCO/PROAP, a special project on Community Learning Centres (CLCs) has been elaborated. Experts from the Government of Uzbekistan attended the UNESCO Planning Meeting on CLCs in Dhaka (Bangladesh, 21-26 September 1998) and submitted project proposals on introducing CLCs in Uzbekistan. UNESCO/PROAP approved the submitted project proposal (with the financial support of a Japanese Fund-in-Trust) and set up a three-year programme (1999-2001) on establishing CLCs in various regions of Uzbekistan. In accordance with recommendations of the Ministry of Public Education of Uzbekistan, for the year 1999, the following host institutions have been identified as CLCs: Secondary school 1/4 21 in the Diagnostic Centre of the Namangan Regional Department of the Ministry of the village of Dekhkonobod of the Mirzaobod District of Syrdarya Region (rural area) and Regional Department of Public Education of Uzbekistan (urban area in province). An Orientation Seminar on Community learning centres in Uzbekistan was organized in Tashkent (Republican Educational Centre, 'Ustoz' Foundation) and Syrdarya Region (school 1/4 21) in 17-19 March 1999, with the support and co-operation of UNESCO/PROAP, the UNESCO Office in Tashkent, the National Commission of Uzbekistan for UNESCO, the Ministry of Public Education, the Teachers' Training Centre 'Ustoz Foundation. Participants (experts in the field of education, principal of UNESCO ASP schools in Uzbekistan) from all regions of Uzbekistan attended the Seminar. According to results of questioning among the participants of the seminar, it was agreed that the CLC is a new innovation in the field of non-formal education and it calls for close co-operation between various governmental and non-governmental organizations, giving opportunities to share new experiences.

The selection of these two regions is explained by different approaches: the Namangan Region is very highly populated, with ethnically homogeneous inhabitants; Syrdarya Region's population is multi-ethnic and is spread out in several remote areas. The CLC allows individuals to acquire knowledge and skills through structured activities and by promoting informal learning and encouraging people to make and follow their own educational plans and programmes.

The main part of the population of Uzbekistan (about 60 per cent) lives in rural areas, and a major part of the population consists of young people under 25 years of age. The CLC will meet the demands and needs of all age groups living together in one community. The CLC in the Namangan Region mainly covers educators and representatives of communities (*mahallas*). The CLC in the Syrdarya Region targets girls, women, youth, and parents in its activities.

The main principles of the CLC are the following:

The CLCs strive for maximum involvement of members of the community in planning and implementing their programmes.
The activities and services of the CLCs enhance the quality of life of the community.
The CLCs co-operate with other social agencies in the planning and delivery of services.
The CLCs maintain organizational and functional flexibility in utilizing their resources and implementing their programmes.

The objectives of the CLC in Syrdarya and Namangan Regions

The central aim of the CLC is the enrichment of life for all youth and adults through the following measures:

- to provide learning and teaching facilities for all members of the local society;
- to assist in disseminating the new educational information;
- to conduct an assessment of the educational process;
- to promote the distance-education method;

- to give an opportunity to obtain knowledge and necessary qualifications (certification) to pupils and teachers, as well as to the local community;
- to organize literacy programmes;
- to prepare and execute various community development plans and programmes;
- to assist a community to become self-reliant in education;
- to emerge as a true learning society within a democratic context;
- to help youth to develop skills and obtain scientific knowledge;
- to increase their skills in using English and computers in order to start business in a changing society;
- to foster the creative use of leisure (music, sports, arts and crafts);
- to enhance personal development.

The main functions of the CLCs

Education and training;
Community information and dissemination of resources;
Community development;
Co-ordination and networking.

The objectives and functions of the CLC were elaborated by the Advisory Board of CLC in consultation with the local authorities of the regions, the Ministry of Public Education of Uzbekistan, and the National Commission of Uzbekistan for UNESCO.

Section 2: Structure and management of CLCs

Organizational arrangements

Organizational arrangements for the creation of the CLCs have been elaborated on the basis of the joint initiative and mutual support of the Government of Uzbekistan and UNESCO/PROAP (APPEAL Programme).

The structure of personnel management of the CLC in Uzbekistan

1. Director;
2. Educator-Instructor as a Deputy Director;
3. Specialist of the computer system;
4. Teachers from schools;
5. Volunteers from:
    - enterprises,
    - local communities (*Mahalla*),
    - youth committees,
    - parents,
    - private sectors,
    - medical centres.

CLC management

As the consultative body, the Advisory Board of CLCs recommends the nominee for the post of Director CLC. This decision is taken in consultation with local communities and educational departments of the region. The Advisory Board includes representatives of the local communities and municipalities.

The meetings of the Advisory Board take place every quarter (usually by necessity). The duties of the Director, on the basis of part-time work, generally include co-ordination of the activities of the Centre.

The Director nominates the Deputy Director of the CLC (full-time work), who carries out educational activities of the Centre. Moreover, the Deputy Director is responsible for communication with the teachers and volunteers-educators.

The Specialist on Computer Systems (full-time) is approved by the Director of the CLC and looks after the computer equipment and prints out all necessary materials of the CLC. The specialist is involved in the teaching process on computer literacy for the trainees. See *Appendix 1*.

The functions of the Advisory Board of the CLC:

- sensitizing the community to the need for change and heightening awareness of national concerns and constitutional rights;
- fostering a spirit of democratic participation by all members of the community;
- organizing the resources and facilities of the CLC;
- setting the Centre's objectives and types of activities for each of its functions;
- designing the educational programmes;
- developing strategies for mobilizing resources, including promoting networking and linkages;
- supervising the implementation of the programme;
- monitoring the programme;
- managing and supervising the finances of the Centre.

The duties of the Director include the following:

- assisting the community in identifying its learning needs;
- organizing the learning activities of the Centre;
- administering the budget;
- supervising the staff;
- organizing staff training, especially for volunteers;
- organizing the library and documentation;
- supervising the development and distribution of materials;
- seeking the services of resource persons from line agencies and other local sources;
- encouraging involvement by local volunteers such as educated women and youth.

The duties of the Deputy Director of the CLC include the following:

- assisting in general aspects of management and administration;
- organizing learning activities, including skills training;
- organizing and leading field visits, travel programmes, sporting activities etc.;
- organizing social activities.

The duties of the volunteers-educators include the following:

- assisting in staffing and organizing the Centre;
- registration of learners to participate in the programme;
- teaching basic literacy and post-literacy programmes;
- organizing discussion forums;
- functioning as teaching aides;
- organizing and running meetings;
- recruiting other volunteers.

In some activities of the CLCs specialists from the UNESCO Office in Tashkent, and the National Commission of Uzbekistan for UNESCO, make a contribution to the programmes as consultants.

Role of different stakeholders in the management of CLCs

There are several stakeholders in the management system of the CLC, all of them members of the Advisory Board of the CLC. The Advisory Board of the CLC in Uzbekistan consists of the following persons (representing respective institutions:

The case of Namangan Region CLC

Head of Educational Department of Namangan Region;
Representative of 'Mahalla' Foundation;

Deputy Head of the Business Association of Namangan Region;
Schoolteacher from secondary school (Member of the UNESCO ASP School) – Chortoq District of Namangan Region;
Representative of Namangan State University;
Representative of 'Kamolot' Youth Foundation;
Representative of 'Manaviyat and Marifat' Association (Educational and Spiritual Revival);
Representative from the Social Protection Department of the Region;
Representative of the Pre-school Educational Institute (kindergartens);
Representative of a local industrial company.

The case of Syrdarya Region CLC

Head of Educational Department of Syrdarya Region;
Representative of 'Mahalla' Foundation;
Head of the Department of Small and Medium Enterprises of Syrdarya Region;
Representative of Farm Association of the Region;
Representative of Gulistan State University;
Representative of 'Kamolot' Youth Foundation;
Representative of 'Manaviyat and Marifat' Association (Educational and Spiritual Revival);
Representative from the Social Protection Department of the Region.

The stakeholders mobilize the necessary efforts for the Centre and are involved in the management of the CLC as Members of the Advisory Board.

The agencies within the community:

Local municipalities;
Pre-school institutions;
Community public health centres;
Youth and women's associations.

The agencies outside the community:

Governmental organizations;
Diagnostic Centre on Education, District and Region educational departments of the Ministry of Public Education;
The Republican Educational Centre.

Non-governmental agencies:

'Ustoz' (Teacher) Foundation;
'Kamolot' (Future) Youth Foundation;
'Ulugbek' Foundation;
'Umid' (Hope) Foundation;
'Oltin Meros' (Golden Heritage) Foundation;
'Marifat va manaviat' (Educational and Spiritual Revival) Organization;
'Mahalla' (Community) Foundation;
'Oila' (Family) Association;
Women's Committee;
'Soglom Avlod Uchun' (For Healthy Generation) Foundation.

Section 3: Functions of the CLC and activities implemented

Activity profile of the CLC

While it is clear that all the CLCs' specific activities must be shortlisted using careful criteria, there are still the questions of how are the activities identified and designed? or where to start first and what should come later?

Experience indicates the best first step is to choose any activity or support service directly connected to current needs strategies. To give a practical example, if the CLC is dealing with street children, probably the relevance of its programme depends on making, in the first instance, a direct intervention on the street. It could thereafter set its priorities and bring about the process of education in the following ways:

First, it should make sure that teachers avoid a strategy of empowerment through building theoretical awareness on democratic rights. Instead, it would require staff to personally protect children on the street and in the workplace, at least by attempting to prevent day-to-day exploitation and physical assaults by the police, street gangs, and small-trade employers. It calls for initiative, which costs almost nothing; yet experience indicates that it is the hardest step for an educator to gather the courage to initiate.

See *Appendices 2 and 3.*

Ongoing activities of the CLC in the Namangan Region:

- establish childcare for 4-6-year-old children to prepare them for elementary schooling;
- provide vocational training courses: basic computer courses, foreign language courses, Latin alphabet;
- creation of a data bank on methods of professional and psychological diagnosis, data bank of items of information on the pupils, and of gifted children;
- provision on vocational-orientated secondary education;
- health-care activities for schoolchildren, with co-ordination of the local public health-care network.

Main ongoing activities of the CLC in the Syrdarya Region:

- establish childcare for 4-6-year-old children to prepare them for elementary school;
- provide vocational training courses: basic computer courses, English and Latin graphic;

- render support to children who have shown special abilities (gifted children);
- emphasize respect for elders, values education;
- publication of educational materials;
- dissemination of materials.

See also *Appendices 4 and 5.*

Major groups

The CLC in Syrdarya Region, in the first stage, covered about 500 adults and 850 youth. The CLC in Namangan Region covered about 2,000-2,200 children, assisting them to prepare for primary school. At the present time the functions and structure of the CLC in Namangan are being widened.

Major groups reached through CLC activities:

Unemployed youth;
Women;
Old people;
Pre-school children;
Farmers.

Monitoring

The nature and scope of monitoring will depend upon the focus group, the objectives of the CLC and the level of development of the community. For example, if the CLC is concerned with basic literacy, post-literacy or equivalency, the monitoring has to be rigorous and continuous. Monitoring keeps track of enrolments, attendance, drop-out rate, rate of progress in learning, quality of learning, motivation of volunteers, quality and extent of training imparted, community involvement, distribution of materials, quality of materials supplied, suitability of materials, need for modification of materials, problems being faced by learners and volunteers, and so on. Monitoring gives the opportunity of timely adjustment to ensure corrective action.

The external monitoring of CLCs has been constantly conducted by specialists from local education departments and the Republican Education Centre of the Ministry of Public Education. Internal monitoring and assessment are usually conducted by the trainers of the training courses at the end of each training programme. Organizers of the courses in CLCs analyze the results of the monitoring and assessment and take necessary measures to improve teaching methods, and quality and efficiency of the educational programmes. Such monitoring and assessment were made by the trainers from the 'Ustoz' Teacher Foundation in Namangan and Syrdarya Regions (December 1999 - February 2000), who conducted training courses for the educators and also specialists on non-formal education.

Resources

The activities of the CLCs depend on the allocated financial resources in order to have sustainable work. Taking into account the current economic difficulties in Uzbekistan related to the transitional period, there is a shortage of resources in both CLCs. In order to fund-raise resources for implementation of the approved action plan, the CLC is attracting sponsors from outside (governmental organizations, private sector, international agencies). As an example, both local municipal authorities renovated the communication infrastructure around the CLC (roads, reliable telephone lines, regular electricity). UNESCO/PROAP, through the National Commission for UNESCO, provided both CLCs with computer equipment (see *Appendix 6*).

Self-generated:

Renting space (for private sector);
Sale of products (computer software, business cards, etc.);
Cultural shows;
Sale of services (tutoring).

Gifts and donations:

Patronage and sponsorship;
Volunteerism;
Government subsidies- providing building and salaries for staff;
Fund-raising campaigns;
NGO support;
Gifts of training materials.

Borrowing and low-cost hiring:

Loan of books, equipment, venues;
Association activities, sharing the resources of industry, commerce;
Renting at low cost from others.

Section IV: Outcomes and impacts of the CLC project

As the two CLCs in Uzbekistan have different target groups, they have two different action plans for the year 1999, which were adopted during the Orientation Seminar of the CLCs in Uzbekistan, held in Tashkent/Syrdarya on 17-19 March 1999. The action plans have been implemented in accordance with the adopted schedule.

The CLCs in Syrdarya and Namangan Regions formulated and publicized such material programmes as:

For teachers:

The pedagogical methods of teaching and training;
The diagnostic process of teaching and training;
The system of controlling the student's knowledge;
The methods of preparing 4-6-year-old children for elementary schools;
How to use the computer system during the teaching process;

The forms and methods of working with gifted children;
Support for schoolchildren;
Statute of teacher.

For parents:

Recommendations on bringing up and preparing 4-6-year-old children for elementary schools;
Healthcare activities for children;
Education in the family.

For the community:

The actions of the CLCs in Uzbekistan;
Values in society;
National traditions of Uzbekistan;
Healthy generation.

For school managers:

School management;
Recommendation of self-attestation for educational institutes.

For pupils:

The bases of economic education;
Computer knowledge;
English topics;
Knowledge on national traditions and handicraft.

Seminars and training courses:

Training courses for parents and the community. The preparation of children for school;

Seminar for the local community – 'Mahalla' representatives;
Training courses on innovations in educational programmes and assessment of the 'EFA' programme in local communities;
Training seminars for new pedagogical technologies;
Training courses on women's issues (family planning, reproductive health of women, economics for women in rural areas);
Seminar on 'Education in the family';
Seminar on 'Values in society';
Seminar on 'Status of the teacher'.

In implementing all these activities, the CLC worked in conjunction with local and outside agencies.

In addition to the action plans, the following supplementary technical support was available:

'Ustoz' – Teacher Foundation, provided a training course on computer skills for the representatives of the CLC in Uzbekistan. The course was held in co-operation with the UNESCO Media Resource Centre in Tashkent in August 1999.

The National Commission of Uzbekistan for UNESCO, in co-operation with the UNESCO World Heritage Centre, organized within the framework of the Summer Youth Camp for Central Asian countries, a training workshop (August 1999, Tashkent region) on the UNESCO World Heritage Educational Kit, where representatives attended from the Syrdarya and the Namangan CLCs.

The Republican Educational Centre conducted several events which included a round table on the role of NGOs in non-formal education, and seminars devoted to 'Teacher's Day' (October 1999).

Education departments of Syrdarya and Namangan regions assisted in the recruitment of personnel for the CLCs. The local authorities allocated necessary premises for the CLCs and provided telephone communication for the centres in two regions of Uzbekistan.

See also *Appendix 7.*

Section V: Lessons learned and future prospects

Lessons learned

The convergence between non-formal education and formal education allows expansion of the scope of CLCs and enables to reach a critical mass of disadvantaged children.

The CLCs provide skills that help children to become literate as well as productive, and serve to encourage the active participation of community members.

The CLCs serve as a good model for non-formal education and a new way to help people become capable of resolving their own problems.

The design and implementation programme of the project naturally determines whether a particular CLC succeeds or fails. There are, however, other factors that facilitate effective implementation of the project: one is the quality and appropriate linkages as part of a supportive network.

The positive results of this project have started to mobilize people and have led to a general awareness of the value of education. From experience in setting up the CLCs, it is felt that there is the need for a forum to identify and analyze the common needs and then to undertake strategic planning for identifying training activities to be implemented in the CLCs.

General strategies are:

Orientation workshop for trainers;
Basic literacy programmes;
Networking meetings;
Neighbourhood sharing and participation;
Basic vocational/technical training;
Strengthening community-based mechanisms for school management and support;
Improving the teacher learning methodology to make it more interactive, child-centred and gender sensitive.

Future directions:

Improve CLCs' activity;
Extension of CLCs;
Provide equipment and material to CLCs;
Provide basic skill training for the various focus groups (for example, children with disabilities, or ethnic minorities);
Co-ordinate to support CLCs in funding and technical assistance.

Short-term and long-term plans of CLCs in Uzbekistan for 2000-2001

To establish a computer network between CLCs in Syrdarya Region and Namangan Region and all regional departments of education (14 centres) and UNESCO ASP schools (24 secondary schools and 1 vocational school), in order to have opportunities to exchange information and provide learning opportunities for other regional communities in Uzbekistan.

The focus of CLC activities should be oriented towards the development of local learning capacities, particularly for youth, women and disadvantaged persons (the adult illiterate, persons with disabilities, etc.).

CLCs should perform as resource centres with higher-qualified staff with training capacities in informatics, foreign language and new pedagogical innovations. Particularly, participants supported the project of the 'Ustoz' (Teacher) National Foundation on the mobile training team and the project of the Media Resources Centre in Tashkent, on the creation of CD-ROMs (multimedia) on various subjects related to the development of learning capacities.

Activities of CLCs should be more focused on searching for new partners (such as the 'Mahalla' (Community) Foundation, 'Oila' (Family) Foundation, 'Ustoz' (Teacher) Foundation, etc.) in order to fund-raise for its activities and broaden the involvement of different NGOs in the formal, non-formal and informal educational process.

See also *Appendices 8 and 9.*

The following action plan has been proposed for 2000-2001:

To set up an Information Centre within the Republican Education Centre as co-ordinator of CLC activities in Uzbekistan. In this regard, to allocate some part of UNESCO funds for 2000 in order to provide necessary computer equipment to the Republican Education Centre. The information centre should also co-ordinate the learning process in 450 local communities of Tashkent City.

To recommend the following UNESCO ASP schools as focal points for further implementation of the CLC project in 2000-2001: Secondary School 12 (Chirchik town, Tashkent Region), Secondary School 39 (Khorezm Region, Shavat District, Farm Ataniyazov), Secondary School 16 (Surkhandarya Region, Shurchi District, Alatemir Village) and Gymnasium 4 (Navoi town). To establish a new CLC in the Samarkand Region and Tashkent Region (Yangiyul Town). These Centres will co-operate with CLCs in the Syrdarya and Namangan Regions in preparing detailed action plans for 2000-2001. In the UNESCO project for 2000-2001, funds should be allocated for installing necessary computer equipment in order to have a permanent network with existing CLCs in Uzbekistan.

To support the 'Mobile Training Team' project of 'Ustoz' (Teacher) National Foundation and a creative network between CLCs in Uzbekistan and the 'Ustoz' Foundation.

To develop CD-ROM versions of learning programmes (informal education) within CLCs, with the assistance of the Media Resources Centre in Tashkent (project: 'Multilingual Virtual School').

To prepare the guideline materials for the newly opened CLCs.

To expand the networking of functions of existing CLCs in Syrdarya and Namangan Regions.

To provide the organization and administation for the International Seminar on CLCs.

Appendices

Table 1. Statistical data on pre-school education of Uzbekistan in 1996

Pre-school institutions	Age of admission to pre-school educational institutions (years)	Duration of studies (years)	Pre-school educational institutions (number)	Number of teachers		Number of pupils	
				Total	Women	Total	Girls
Total			8 464	90 300	90 300	955 200	477 000
Kindergartens	from 3 to 7	5	1 692				
Kindergartens/ nursery	from 1 to 7	6	6 652	89 420	89 420	945 400	472 700
Nursery schools	from 0 to 3	3	80				
Schools/ kindergartens	from 3 to 7	3-4	40	880	880	9 800	4 300

Table 2. **Statistical data on the education system of Uzbekistan for the beginning of 1996/97 (general primary and secondary education)**

Educational institutions	Admission age	Duration of studies	Number of schools	Number of students Total	Women
Total			9433	52 124	
- primary schools	6-7 years (1-4)	3-4 years	203	222	
- incomplete secondary schools (I-II level)	6-7 years (1-9)	9 years	1 850	4 765	
- secondary schools (I-III level) (12) years	6-7 years	10-11 12 years	6 915	4 574	
Boarding schools for handicapped	• 7 years		85	1 900	
Evening classes				53 165	47 317

Table 3. Statistical data on the education system of Uzbekistan for 1995/96 (vocational education)

Age of students (years)	Total number of students (at day schools)	Women	
Data for 1995		Number	Percentage
Total	218 182	81 818	37.5
14-15 years	89 236	36 051	40.4
16-17 years	94 254	36 005	38.2
18 years and older	34 254	10 105	29.5
First-year students	132 384	55 172	41.6
14-15 years	63 217	26 551	42.0
16-17 years	43 535	15 759	36.2
18 years and older	25 632	7 228	28.2
Data for 1996			
Total	217 203	83 634	38.5
14-15 years	88 618	35 979	40.6
16-17 years	93 614	35 947	38.4
18 years and older	33 883	10 029	29.6
First-year students	130 591	49 365	37.8
14-15 years	62 290	26 535	42.6
16-17 years	44 570	16 223	36.4
18 years and older	23 731	6 644	28.0

Table 4. Statistical data on the education system of Uzbekistan for the beginning of 1996/97 (day general primary and secondary schools, schools for handicapped are not included)

Age of students (years)	Number of students	Number of first-grade students		Number of first-grade students (repeaters are not included)	
		Total	Women	Total	Women
Total	5 193 428	621 227	310 496	618 270	309 500
6	40 690	40 690	19 141	40 690	19 441
7	588 579	562 328	283 055	561 480	283 050
8-13 years	3 305 597	18 290*	8 300	16 100	7 009
14	498 094				
15	384 672				
16	257 694				
17	116 366				
18 years and older	1 736				

*Admission in grade 1 consists of several age groups

Table 5. Statistical data on the education system of Uzbekistan for 1996/97 (day general primary and secondary schools, schools for handicapped are not included)

Grade	Enrolment	
	Total	Women
Total	5 193 428	2 557 435
1	621 227	310 496
2	612 911	302 551
3	630 501	307 438
4	622 600	301 368
5	573 506	281 797
6	63 952	160 235
7	569 075	267 075
8	510 680	246 635
9	489 289	191 594
10	269 650	130 084
11	229 930	58 104
12	107	58

Table 7. (continued)

Table 6. Statistical data on the education system of Uzbekistan for 1996 (day 'special secondary' education –teacher training colleges)

Educational institutions	Age of students	Duration of studies	Number of school	Number of teachers		Number of students	
				Total	Women	Total	Women
Teacher-training colleges	14-30 and older	Up to 4 years depending on general educational background of students and on types of education at colleges	38	2 918	1 593	25 304	22 563

Table 7. Dynamics of current enrolment and projections for future enrolment

	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Schools										
6-year	76.1	73.3	71.1	68.3	70.3	65.4	62.2	62.3	60.4	60.4
7-year	589.4	603.6	591.6	574.1	551.1	567.0	527.7	501.8	492.7	494.6
Total 1 g	665.5	676.9	662.7	642.4	621.4	632.4	590.0	564.1	553.1	555.0
2 grade	615.6	658.7	670.1	656.1	635.9	615.2	626.1	584.1	558.4	547.6
3 grade	617.6	609.4	652.2	663.4	649.6	629.6	609.0	619.8	578.2	552.8
4 grade	630.2	611.4	603.3	645.6	656.8	643.1	623.3	602.9	613.6	572.4
Total 1-4 g	2528.9	2556.5	2588.4	2607.5	2563.7	2520.2	2448.3	2370.8	2303.3	2227.8
5 grade	626.9	623.7	605.3	597.3	639.2	650.2	636.6	617.0	596.9	607.5
6 grade	572.4	620.7	617.5	599.3	591.3	632.8	643.7	630.3	610.9	590.9
7 grade	64.5	566.7	614.5	611.3	593.3	585.4	626.5	637.3	624.0	604.8
8 grade	567.4	563.8	561.0	608.4	605.2	587.3	579.6	620.2	630.9	617.7
9 grade	503.6	561.5	563.2	555.4	602.3	599.1	581.5	573.8	614.0	624.6
Total 5-9 g	2334.7	2436.4	2461.5	2971.6	3031.3	3054.9	3067.9	3078.6	3076.6	3045.5
Total 1-9 g	4863.7	4993.0	5049.9	5579.2	5594.9	5575.1	5516.2	5449.4	5380.0	5273.3
10 grade	306.9	305.9	305.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11 grade	303.8	303.8	302.8	302.8	0.0	0.0	0.0	0.0	0.0	0.0
Total 10-11	610.7	609.7	608.7	302.8	0.0	0.0	0.0	0.0	0.0	0.0
Total	5474.4	5602.7	5658.6	5882.0	5594.9	5575.1	5516.2	5449.4	5380.0	5273.3

Special secondary and professional (new)	0.0	0.0	0.0	62.5	611.7	1201.9	1722.3	1747.2	1719.2	1734.5
1 year	0.0	0.0	0.0	62.5	549.8	596.3	593.1	575.6	568.0	607.9
2 year	0.0	0.0	0.0	0.0	61.9	544.3	590.3	587.2	569.9	562.4
3 year	0.0	0.0	0.0	0.0	0.0	61.3	538.9	584.4	581.3	564.2
Professional technical (old)	228.4	230.4	230.4	105.3	39.4	0.0	0.0	0.0	0.0	0.0
1 year	125.1	125.1	125.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2 year	65.9	65.9	65.9	65.9	0.0	0.0	0.0	0.0	0.0	0.0
3 year	37.4	39.4	39.4	39.4	39.4	0.0	0.0	0.0	0.0	0.0
Special secondary (old)	186.7	220.7	230.4	157.0	86.8	17.3	0.0	0.0	0.0	0.0
1 year	70.9	70.9	70.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2 year	60.4	70.2	70.2	70.2	0.0	0.0	0.0	0.0	0.0	0.0
3 year	35.7	59.8	69.5	69.5	69.5	0.0	0.0	0.0	0.0	0.0
4 year	19.7	19.8	19.8	17.3	17.3	17.3	0.0	0.0	0.0	0.0
TOTAL	5889.4	6053.8	6119.3	6206.8	6332.8	6794.3	7238.5	7196.6	7099.2	7007.8

Table 8. Educational financing in 1990-1996 (state budget) (million sums)

	1990	1991	1992	1993	1994	1995	1996
Consolidated budgetary expenditure	14.9	32.4	193,9	1 995.3	21 619.6	98 685.6	199 138.7
Educational budgetary expenditure	2.9	5.8	45.2	487.2	5 355.1	21 378.9	38,086.4
Allocation of expenditure:							
Pre-school education	0.3	0.7	6.7	80	1 070.4	3 784.4	6 963.2
Professional and technical education	0.3	0.5	4.1	44.7	105.1	3 064.9	3 525.2
General primary and secondary education	1.5	2.7	23.1	244.6	2 361.4	9 380.4	17 920.0
Higher education	0.3	0.5	4.2	46.8	496.3	1 853.7	3 466.0
'Special secondary' education	0.2	0.3	2.5	22.1	300.4	1 199.4	2 489.6
Informal education	0.08	0.1	1.1	12.1	124.4	491.2	874.3

Table 9. Expenditure on education by categories (million sums)

	Centralized funding of educational institutions under authority of Ministry of Public Education			Total		
	1995	**1996**	**1997**	**1995**	**1996**	**1997**
Total	2500.2	1852.6	4539.7	21482.3	42873.2	56343.0
Allowances	258.5	217.1	315.1	9394.0	22008.5	32315.6
Public utilities	593.3	660.2	185.8	3832.2	9303.3	7290.0
Textbooks	252.7	355.9	2937.9	857.2	1358.1	2808.9
Stipends	172.2	196.9	241.1	1147.6	3813.6	6457.8
Meals	772.4	13.1	101.0	3978.7	3225.0	4207.0
Equipment	267.8	275.1	6.0	586.9	1005.8	1256.2
Maintenance	65.5	15.1	648.1	167.7	221.5	258.5
Capital repairs	53.8	54.1	53.6	695.9	1531.8	1430.5
Others	64.0	65.1	51.1	822.1	405.6	318.5

Table 10. Unit cost of recurrent expenditure per pupil/student (1996)

Educational institutions	Unit cost per pupil (sums)
1. Pre-school institutions	13 383
2. General primary and secondary schools	4 119
3. Professional and technical institutions	17 482
4. Teacher-training colleges	12 749
5. Pedagogical institutes	17 674

Table 11. Expenditure for construction and change of profile of academic lyceums and professional colleges for 1999-2005 (million sums in prices of 1991)

	Volumes	New construction				Capital repairs from central budget
		Total	From central and local budget extra-budgetary sources	From budgets of enterprises	From hokimiyats, sponsors, foreign aid	
Uzbekistan	6697.06	6608.21	6307.69	240.42	60.10	88.85
Karakalpakstan	420.71	414.77	395.84	15.15	3.79	5.94
Regions:						
Andijan	579.01	571.01	544.95	20.84	5.21	8.00
Buchara	385.14	381.05	363.72	13.87	3.47	4.09
Djizak	334.23	331.60	316.56	12.03	3.01	2.63
Kashkadarin	575.61	567.33	541.43	20.72	5.18	8.28
Navoi	241.83	239.33	228.45	8.71	2.18	2.50
Namangan	584.65	579.12	552.81	21.05	5.26	5.53
Samarkand	894.03	884.22	843.99	32.19	8.05	9.81
Surchandarin	493.57	484.52	462.31	17.77	4.44	9.05
Sirdarin	244.02	241.78	230.80	8.78	2.20	2.24
Tashkent	597.84	591.97	565.06	21.52	5.38	5.87
Fergana	697.17	687.89	656.52	25.10	6.27	9.28
Choresm	327.50	322.62	307.89	11.79	2.95	4.88
City of Tashkent	321.75	311.00	297.37	10.91	2.73	10.75

Table 12. Expenditure for construction and change of profile of academic lyceums and professional colleges for 1999 (million sums in prices of 1991)

	Volumes	New construction				Capital repairs from central budget
		Total	From central and local budget extra-budgetary sources	From budgets of enterprises	From hokimiyats, sponsors, foreign aid	
Uzbekistan	456.71	444.26	424.08	16.14	4.04	12.45
Karakalpakstan	35.75	34.70	33.09	1.29	0.32	1.05
Regions:						
Andijan	59.31	58.42	55.75	2.14	0.53	0.89
Buchara	17.20	16.67	15.89	0.62	0.15	0.53
Djizak	13.73	13.32	12.70	0.49	0.12	0.41
Kashkadarin	33.02	31.91	30.42	1.19	0.30	1.11
Navoi	23.30	22.65	21.61	0.84	0.21	0.65
Namangan	29.84	29.03	27.68	1.07	0.27	0.81
Samarkand	22.93	22.13	21.10	0.83	0.21	0.80
Surchandarin	25.60	24.98	23.83	0.92	0.23	0.62
Sirdarin	35.38	34.68	33.09	1.27	0.32	0.70
Tashkent	34.45	33.49	31.94	1.24	0.31	0.96
Fergana	44.48	43.04	41.04	1.60	0.40	1.44
Choresm	15.73	15.07	14.36	0.57	0.14	0.66
City of Tashkent	66.00	64.18	61.58	2.08	0.52	1.82

Table 13. Objectives for professional colleges by ministries, organizations and enterprises through new construction and reconstruction for 1999-2005

Ministries and organizations	Total amount	1999	2000	2001-2005
Ministry of Energy	3		1	2
Sirdaria region			1	
Tashkent region				1
Kashkadarin region				1
'Uzbekneftegaz'				2
Buchara region				1
Kashkadarin region				1
'Uzbekiston temir illari'	2		1	1
Buchara region			1	
Republic of Karakalpakstan				1
Narodni bank				1
City of Tashkent				1
Uzpromstroi bank				1
Fergana region				1
Zhilsberbank				1
City of Tashkent				1
National bank	4		1	3
Kashkadarin region				1
Andijan region				1
Samarkand region			1	
Buchara region				1
Pachta bank				1
City of Tashkent				1
Asaka bank				1
Tashkent region				1
State Committee of taxation*		1		
City of Tashkent		1		
State Custody Committee*		1		
City of Tashkent		1		
Gosconcert				1
Buchara region				1

* Professional colleges opened in 1998 and expected to be fully equipped in 1999.

Table 14. Change of profile and construction of campuses and boarding facilities for academic lyceums in 1999-2005

Territories	Total		New construction		Continue unfinished construction		Construction related to universities		Construction of SSI* campuses		Construction related to schools		Other buildings	
	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places
Uzbekistan	150	62950	116	53750	5	1600	13	2920	3	1240	10	2590	3	850
Karakalpakstan	11	3600	10	3500	0	0	1	100	0	0	0	0	0	0
Regions:														
Andijan	16	6700	10	4200	1	400	3	1400	0	0	0	0	2	700
Buchara	8	4120	6	3200	0	0	0	0	1	720	1	200	0	0
Djizak	5	2000	4	1800	0	0	0	0	0	0	1	200	0	0
Kashkadarin	9	3190	7	2350	0	0	0	0	0	0	2	840	0	0
Navoi	5	1400	2	500	0	0	2	600	0	0	1	300	0	0
Namangan	12	4800	10	4000	1	400	0	0	1	400	0	0	0	0
Samarkand	22	12220	20	12000	1	100	0	0	1	120	0	0	0	0
Surchandarin	7	1650	5	1400	0	0	0	0	0	0	1	100	1	150
Sirdarin	6	1900	4	1200	1	400	1	300	0	0	0	0	0	0
Tashkent	9	3150	3	1800	1	300	1	100	0	0	4	950	0	0
Fergana	18	8800	18	8800	0	0	0	0	0	0	0	0	0	0
Choresm	5	2600	5	2600	0	0	0	0	0	0	0	0	0	0
City of Tashkent	17	6820	12	6400	0	0	5	420	0	0	0	0	0	0

* 'Special secondary' institutions.

Table 15. Change of profile and construction of academic *lyceums* and campuses

		Projections of capacities of places in academic lyceums and campuses															
		Total amount of		1999		2000		2001		2002		2003		2004		2005	
		Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places
Total Republic	*Lyceums*	181	129488	28	15784	11	5808	38	26695	35	25946	29	20325	24	20605	16	14175
	campuses	150	62950	13	3470	8	2460	36	14080	30	13950	25	11000	22	10290	16	7600
New construction	*Lyceums*	116	92625	1	600	4	3075	26	19875	25	19050	24	18225	20	17475	16	14175
	campuses	116	53750	1	300	4	1600	26	11600	25	12050	24	10600	20	9900	16	7600
Unfinished construction	*Lyceums*	6	3375	1	600	0	0	3	1575	2	1200	0	0	0	0	0	0
	campuses	5	1600	0	0	0	0	3	800	2	800	0	0	0	0	0	0
Reconstruction related to universities	*Lyceums*	31	14208	19	9550	6	2183	3	1525	2	650	1	300	0	0	0	0
	campuses	13	2920	9	2200	9	2200	3	660	1	60	0	0	0	0	0	0
Reconstruction related to 'special secondary' institutions	*Lyceums*	4	2700	2	1500	0	0	2	1200	0	0	0	0	0	0	0	0
	campuses	3	1240	1	720	0	0	2	520	0	0	0	0	0	0	0	0
Reconstruction of school	*Lyceums*	19	14105	5	3084	1	550	3	1695	5	4446	2	1200	4	3130	0	0
	campuses	10	2590	1	100	1	200	3	700	2	800	1	400	2	390	0	0
Reconstruction of other buildings	*Lyceums*	5	2475	1	450	0	0	1	825	1	600	2	600	0	0	0	0
	campuses	3	850	1	150	0	0	1	400	1	300	0	0	0	0	0	0

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Table 16. Change of profile and construction of campuses and boarding facilities for professional colleges in 1999-2005

Territories	Total		New construction		Completion of unfinished construction		Construction related to PTI*		Construction of SSI** campuses		Construction related to schools		Other buildings	
	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places	Number	Places
Uzbekistan	966	197037	406	71485	58	10905	281	52187	178	55845	29	4065	14	2550
Karakalpakstan	109	16137	52	6600	4	750	33	3857	20	4930	0	0	0	0
Regions:														
Andijan	46	13880	1	200	0	0	23	5280	21	8000	0	0	1	400
Buchara	31	7030	4	400	2	200	15	2500	9	3830	1	100	0	0
Djizak	34	7610	14	2500	2	600	10	2350	7	1860	1	300	0	0
Kashkadarin	71	17200	21	5650	10	1900	27	6665	11	2670	2	315	0	0
Navoi	34	6680	23	4550	1	100	5	930	4	1000	1	100	0	0
Namangan	84	22595	39	8040	4	950	24	6695	16	6660	1	250	0	0
Samarkand	105	24660	35	7900	10	2310	30	5120	19	7430	1	200	10	1700
Surchandarin	101	15980	51	8050	3	245	23	3640	14	2645	10	1400	0	0
Sirdarin	63	11120	39	4200	4	800	10	2600	6	2920	3	400	1	200
Tashkent	79	14000	43	7900	4	850	19	2750	12	2350	0	0	1	150
Fergana	147	30245	62	13295	14	2200	40	6700	23	7150	8	900	0	0
Choresm	56	8500	22	2200	0	0	22	3100	10	3000	1	100	1	100
City of Tashkent	6	1400	0	0	0	0	0	0	6	1400	0	0	0	0

* Professional and technical institutions

** 'Special secondary' institutions

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Table 17. Professional colleges by sector and by region

	Sectors															
	Total amount of		Industry Transport Construction				Agriculture				Medecine		Pedagogy		Service	
							Farming		Food process.							
	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places	Building	Places
Total Republic	1611	1038228	341	324449	230	145406	285	168597	194	124060	85	62166	187	129535	289	178314
New construction	815	530590	159	202050	112	72150	156	92240	96	63300	32	21300	88	61900	172	112150
Reconstruction	796	507638	182	122399	118	73256	129	76357	98	60760	53	40866	99	67635	117	66164
Karakalpakistan	114	67910	18	11900	14	7950	30	16560	25	13750	5	3900	8	6200	14	7650
New construction	52	28400	13	7500	3	1650	15	8150	12	6000	2	1350	1	450	6	3300
Reconstruction	62	39510	5	4400	11	6300	15	8410	13	7750	3	2550	7	5750	8	4350
Andijan region	131	92850	35	25800	23	15300	18	11960	12	9640	4	2700	22	15600	17	11850
New construction	74	53250	16	12900	17	11400	10	6300	6	5400	-	-	13	8550	12	8700
Reconstruction	57	39600	19	12900	6	3900	8	5660	6	4240	4	2700	9	7050	5	3150
Buchara region	86	57110	15	10170	14	8850	13	8940	10	6600	3	1800	13	9000	18	11750
New construction	52	36900	10	7050	8	4950	9	6750	4	3000	1	600	10	7500	10	7050
Reconstruction	34	20210	5	3120	6	3900	4	2190	6	3600	2	1200	3	1500	8	4700
Djizak region	89	43889	16	9115	7	3721	26	11555	15	7050	3	2308	4	1350	18	8790
New construction	60	28800	9	5250	4	1950	18	7950	10	4800	-	-	2	600	17	8250
Reconstruction	29	15089	7	3865	3	1771	8	3605	5	2250	3	2308	2	750	1	540
Kashkadarin region	138	106830	27	21300	24	19050	30	22050	22	16620	3	2900	9	7560	23	17350
New construction	66	50550	14	10950	10	7950	15	10650	10	7500	-	-	2	1500	15	12000
Reconstruction	72	56280	13	10350	14	11100	15	11400	12	9120	3	2900	7	6060	8	5350

Table 18. Provision of public education staff with lodging according to Presidential Decrees (first quarter of 1997)

	Regions				
	Ministry of Public Education	Karakalpakstan	Andijan	Buchara	Djizak
Number of teaching staff	562516	47593	49953	27898	45395
Number of applications for free privatization of state apartments	102750	4724	5064	5406	7696
Satisfied	102673	4724	5064	5406	7696
Percentage	99.9	100	100	100	100
Number of applications for free privatization of ministry apartments	22225	3344	1157	1360	1497
Satisfied	22225	3344	1157	1360	1497
Percentage	100	100	100	100	100
Number of applications for land distribution	45932	998	5965	1362	1505
Satisfied	42253	998	5784	1142	1505
Percentage	92.0	100	96.9	83.8	100
Number of pedagogical staff who use allowances on public utilities	528117	40715	47923	31235	18553
Number of pedegogical staff who use free public transport	75596	11477	5916	5096	120

Table 18. (continued)

	Regions				
	Kashkada-rin	Navoi	Namangan	Samarkand	Surchandarin
Number of teaching staff	19 214	44 793	66 303	35 544	13 897
Number of applications for free privatization of state apartments	5 460	3 050	3 349	6 198	4 636
Satisfied	5 460	3 050	3 344	6 198	4 636
Percentage	100	100	99.8	100	100
Number of applications for free privatization of ministry apartments	1 428	953	1 061	1 987	2 859
Satisfied	1 428	953	1 061	1 987	2 859
Percentage	100	100	100	100	100
Number of applications for land distribution	1 933	665	7 255	6 574	5 336
Satisfied	1 933	665	5 901	6 469	4 938
Percentage	100	100	81.6	98.6	92.5
Number of pedagogical staff who use allowances on public utilities	46 288	19 214	44 793	64 962	32 933
Number of pedegogical staff who use free public transport	5 298	683	-	2 065	1 194

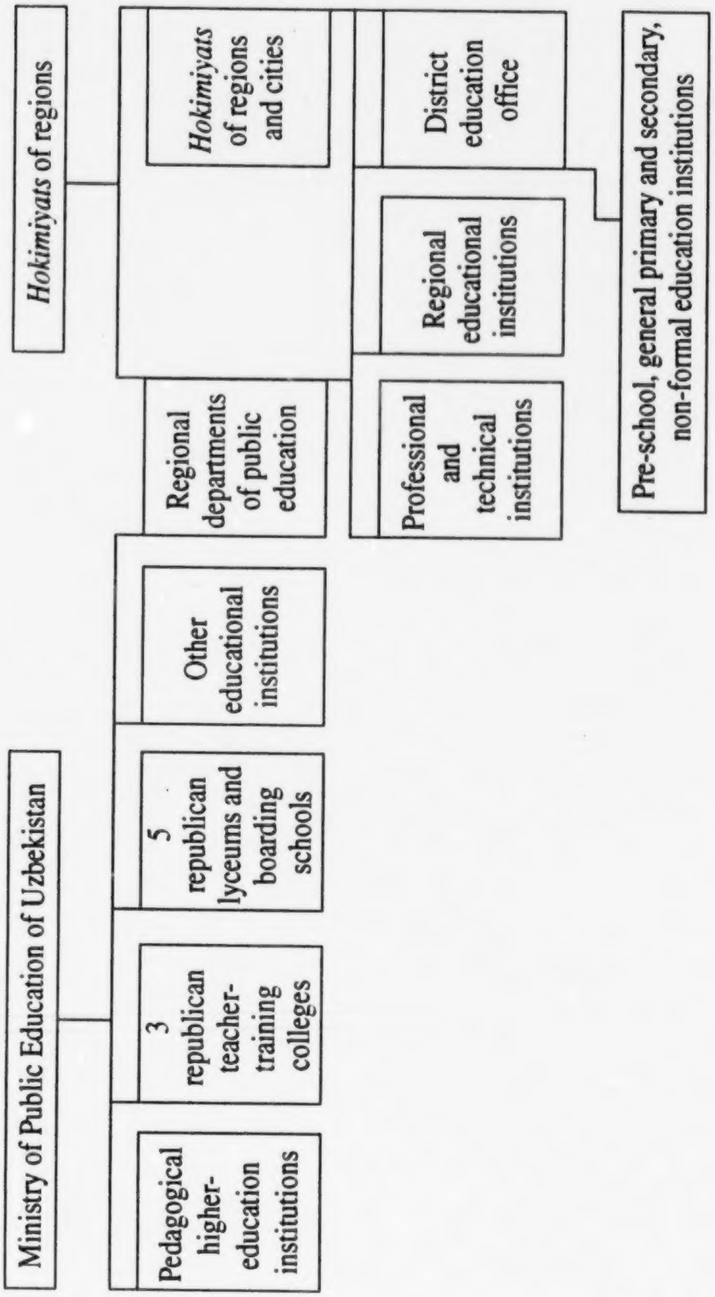
Table 18. (continued)

	Regions				
	Sirdarin	Tashkent	Fergana	Choresm	City of Tashkent
Number of teaching staff	13 897	47 572	68 229	33 630	43 942
Number of applications for free privatization of state apartments	4 808	106 603	10 235	2 891	28 630
Satisfied	4 808	106 531	10 235	2 891	28 630
Percentage	100	99.3	100	100	100
Number of applications for free privatization of state apartments	1 489	2 699	997	425	
Satisfied	1 489	2 699	997	425	969
Percentage	100	100	100	100	100
Number of applications for land distribution	876	2 563	9 134	734	1 062
Satisfied	876	2 522	8 815	530	175
Percentage	100	98.4	96.5	72.2	16.4
Number of pedagogical staff who use allowances on public utilities	13 897	45 992	46 587	31 222	43 803
Number of pedegogical staff who use free public transport	2 100	13 889	2 946	11	24 801

Table 19. Central staff of Ministry of Public Education of Uzbekistan

•	Category	Number of positions
1.	Management	4
2.	Executive Board	3
3.	Central department of 'special secondary' education	14
4.	Central department of professional and technical education	5
5.	Department of science	7
6.	Central financial department	7
7.	Department '*Marifat va kushimcha talim*'	4
8.	Department of pre-school education	3
9.	Personnel department	7
10.	Department of capital construction	3
11.	Department of apprenticeship and computerization	3
12.	Accountancy	4
13.	Department of sport	2
14.	Documentation	2
15.	International department	3
16.	Social department	2
17.	Maintenance	10
	Total	**83**

Chart 1. Management of educational institutions


Ministry of Public Education of Uzbekistan
Pedagogical higher-education institutions
3 republican teacher-training colleges
5 republican lyceums and boarding schools
Other educational institutions
Regional departments of public education
Professional and technical institutions
Regional educational institutions
District education office
Pre-school, general primary and secondary, non-formal education institutions
Hokimiyats of regions
Hokimiyats of regions and cities

Hokimiyats of all levels are in charge of financial activities, construction, etc.

Footnote: Ministry of Public Education is in charge of reforming education system and financial acitvities of its institutions.

Chart 2. Education system of Uzbekistan

Age of students	Types of education
22	Higher education
21	
20	'Special secondary' education (professional colleges, academic lyceums)
19	
17-18	
17	Secondary education (general secondary education, professional and technical education)
16	
15	
14	
13	
12	Primary education
11	
10	
9	
8	
7	
6-7	
5-6	
4	
3	Pre-primary education
2	
1	

Appendix 1

The Central Asian context and the rationale of the IIEP project on capacity building in budgetary procedures for education

The Central Asian countries of the former Soviet Union and Mongolia were less developed economically than other regions of the ex-USSR and other centrally planned economies. Mineral resources and agriculture were key sectors of Central Asian economies which made them dependent on aid and subventions from other regions of the former Soviet Union. While private education was not allowed during the times of the then USSR, free public education and other social sectors were strongly subsidized by the state authorities. In fact, education, as other social sectors, was a state monopoly. Projects with foreign donors were non-existent until 1992.

Traditionally, according to the then Soviet policy, uniform primary and secondary levels were compulsory, the quantitative indicators of adult literacy, access, coverage and gender equality were very high. The centralized planning, administration and management of education ensured for decades that adequate numbers of school buildings, teachers, textbooks etc. were put in place according to the established state norms. In addition, huge funds were spent to subsidize school meals, heating in winter and related expenses.

This 'socialist' strategy was designed to show the example of absolute social harmony, fully meeting social demand at compulsory and universal primary and secondary levels, and to use manpower projections in higher education for mathematically and economically ideal insertion of graduates in the planned labour market.

At the national level, planning and provision of primary and secondary education in the former Soviet Union (except for the absence of private schools and user fees for education) was not very much different from centralized European models. These two levels at the times of the former Soviet Union indeed performed their social function and guaranteed the total access and coverage by education of each particular district.

As regards higher education, by Western standards, it was too prolific (production over-capacity of graduates at Ph.D. level was evident), too narrowly specialized and over-subsidized by the state in the Soviet past in terms of its totally free provision, huge teacher and student numbers, expensive teacher salaries, student fellowships and plenty of other benefits. The value-for-money ratio (or to use more economic jargon, rates of return to education) at the level of higher and postgraduate education was the never-resolved problem of the Soviet educational model. Always rising in quantitative indicators (number of universities, enrolments, disciplines etc.), the Soviet higher education in reality performed poorly in quality and output, as well as external efficiency of graduates.

The overall quantitative performance and outputs of educational planning in the former Soviet Union were impressive and kept at the levels of the developed countries until 1991, due to the strong state commitment, powerful centralized control and supervision and virtually unrestrained public funding.

This generous social policy, although costly for the state budget, was considered one of the most important social objectives and achievements of the so-called 'socialist' state. Clearly, it was a supply-driven model, based on a top-down approach, when quantitative parameters had overwhelming priority over qualitative and output indicators as well as individual human characteristics.

Putting aside the rigid and ideology-biased curriculum, this model was also rightly criticized for its extreme equalization of student abilities and lack of choice for studies at compulsory levels. However, even the gigantic state funding was never sufficient to follow the planned norms and policy objectives. Teachers were normally paid less than other civil servants, school construction was often delayed and caused double and even triple shifts, the shortage of textbooks explained the practice of their rotation at schools, maintenance and repairs were chronic problems.

Moreover, educational funding increasingly started to face financial constraints when the centrally planned mechanisms in the whole Soviet Union began to crumble in the 1980s. The spiralling inflation devalued teacher salaries, school construction was frozen and provision of textbooks, school furniture, stationery and other school infrastructure was disrupted.

After the collapse of the Soviet Union in 1991, the initial illusions about the possibility to mix the performance of the 'socialist' educational model with the transition to a market economy soon disappeared. The political debates in the parliaments on free *versus* fee-paying education still continue, but the realities are such that even hard-line populists are convinced that free universal public education, heavily subsidized by the state, cannot survive in tough market-economy conditions.

The two could not match *a priori* because the underlying preconditions of the past model were eliminated – centralized planning and control were abolished, decentralization gave major responsibilities for financing of primary and secondary education to regional authorities, public funding and subsidies were drastically cut and alone were not enough to continue educational funding on the basis of previous government norms, the market conditions raised prices for all previously subsidized elements of teaching and learning conditions, new diversified demand for education required additional investments to update obsolete courses, to change the alphabet, to prepare new textbooks, to retrain teachers, to develop unconventional methods of education delivery, such as distance education etc. In brief, the obvious shortage of real public funds for provision of education according to the past patterns, compounded with the necessity to spend more than before on new reforms and innovations.

Not only was there an increasing shortage of public funds for education, even those resources available were not necessarily well planned, programmed, allocated, spent and audited. The economic recession which accompanied the transition to a market economy in the early and mid-1990s, astronomic rates of inflation, inability of regions to provide on their own sufficient funding for primary and secondary levels, numerous public administration reforms and staff cuts, brought about serious difficulties for educational budget preparation and implementation, such as delays and arrears in payment of teacher salaries and student fellowships. The practice of preparation and adoption of unrealistic budgets (under pressure from the parliaments, trade unions and local leaders) added problems to the phase of implementation, when each budget had an emergency nature and ultimately became a 'patchwork'.

In one way or another, since 1991, all countries of the former Soviet Union and Mongolia, have had to copy Western approaches to the organization and management of their education systems. In terms of educational finance and budgeting under the market conditions, all former centrally planned economies had to face the following challenges:

- public education cannot be totally free: cost-sharing, cost-recovery and income-generation should be introduced, in particular at non-compulsory levels;
- instead of being supply-driven by the state, education should become demand-oriented as the state limits its intervention and major funding to compulsory levels and leaves the market to guide pre-school, higher and vocational and technical education;

- public education loses its monopoly over education, including compulsory levels, and allows private education to meet the diversified demand for specific quality and types of education.

These essential changes were facilitated by the overall reform of public administration, initiated by the governments of the former centrally planned economies together with the IMF, the World Bank and its branch responsible for Asia – the Asian Development Bank.

Having started from the same initial point in 1991, the Central Asian countries (and earlier Mongolia) displayed a variety of policies and strategies to address the same or similar problems of educational reforms and their funding in a decentralized context. They were confronted with previously unknown administrative and managerial problems, such as project documentation for the IMF and ADB loans. On the other hand, they lost any channels of communication between each other, which increased the natural risk of repeating the same mistake. There were many requests from the Central Asian countries and Mongolia about their critical needs:

- to have a subregional stocktaking exercise to consolidate and summarize the various country experiences and examples of financial management and budgeting in education since 1991;
- to make a comparative analysis of these experiences to review the reasons for their successes or failures, their strengths and weaknesses, pros and cons, advantages and disadvantages in comparative perspective;
- to provide Ministries of Education in each country with useful subregional and international references for their own internal and national policy analysis and decision-making in the vital area of educational finance and budgeting.

Project description and methodology

In 1997, in Ulaan Baatar (Mongolia), the IIEP launched a subregional research project on capacity building in budgetary procedures for education in Central Asia and Mongolia.

The key objectives of this research project were to analyze administrative and technical procedures applied to prepare the budget in a given Ministry of Education, to allocate the budgetary resources within the education system and to implement the budget in conformity with the government strategy. This analysis also looked into the roles of various actors involved, their respective positions, weaknesses and strengths, articulation of budget preparation with planning and management, use of projections and methods of budget rationalization of budget preparation and implementation.

The expected outcomes of the project were:

- preparation of descriptive and analytical studies on educational finance and budgeting in each of six participating countries (Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan), as well as their comparative analysis;
- exchange of views and experiences on educational policies and strategies in the area of educational finance and budgeting in the region of Central Asia and Mongolia;
- elaboration of conclusions and recommendations on improvements in educational finance and budgeting in the countries concerned;
- publication by the IIEP of six national reports (research studies) and their synthesis in both English and Russian, which should serve useful references for public administrations in the participating countries.

The methodology of the project linked research with development of national capacities in financial management and budgeting in education. In each country a national team was set up, comprised respectively of two senior-level experts from the Ministry of Education and Ministry of Finance. In each country these two experts became a nucleus for the analysis and reflections on budgetary procedures and practices in comparative perspective with other countries of the region and international expertise of the IIEP.

The formula of the project enabled two key government bodies in the same country in charge of educational finance – Ministry of Education and Ministry of Finance – which may have opposite or even conflicting interim views over the sensitive issues, to be unified into one national team and to establish better understanding and co-operation through meeting the other national teams, composed in the similar inter-agency way, from the neighbouring countries.

It is worth noting that in spite of the serious economic constraints, regional political problems and usual staff overload, all six national teams actively participated in the project and made considerable efforts to achieve its objectives.

The first meeting of the project took place in Ulaan Baatar (Mongolia) in 1997, it discussed and adopted the terms of reference for the project and basic guidelines for the national reports (case studies).

The second meeting was held in Samarkand (Uzbekistan) in 1998 to jointly review the descriptive parts of the national reports among all participating parties and to progress towards their analytical parts.

The third and last meeting, which had an in-depth analytical nature, took place in 1999 in Cholpon Ata (Kyrgyzstan). It summarized the findings of all national reports and focused on critical issues of common concern – what conclusions can be drawn from this comparative analysis and what improvements are feasible in financial management and budgetary procedures for education.

Under the project formula, the national reports should be published by the IIEP in two languages (English and Russian) subject to their readiness and compliance with the approved basic guidelines. The Uzbek report is the third report to be published by the IIEP in this series (after Kyrgyzstan and Tajikistan). It provides a case of a country which tried to combine the advantages of the former educational model (access and coverage) with the economic opportunities of the market (financial diversification and income-generation) to launch the most far-reaching reform in the ex-USSR countries – a universal and compulsory 12-year education cycle.

The English and Russian versions of the report are mostly authentic and identical except for some differences in presentation of the text which serve the purpose of making the message as clear as possible.

Country profile of Uzbekistan

Uzbekistan is one of the newly independent countries of Central Asia. Together with other countries of the region it became independent in 1991 after the disintegration of the then Soviet Union. Uzbekistan is situated in the middle of the Central Asian region along the famous Great Silk Road that used to be a traditional link between the ancient Orient and Europe. Unlike in other Central Asian countries, the Uzbek population was usually settled and inhabited the oases. The country is landlocked, and most of its territory consists of steppe, desert and semi-desert areas. The arid land is located in valleys between the main rivers – the Syrdarya and the Amudarya. The ecological problems of recent times have been caused by the Aral sea, which is located at the Uzbek-Kazakh north-west frontier.

Uzbekistan is the most populous country in Central Asia of the former Soviet Union (and was also at the top compared to other parts of the former USSR). At present its population is estimated at 24 million, of which 60 per cent lives in rural areas, and one half are young people below 19 years old. The absolute majority are Uzbeks (more than 70 per cent), other large ethnic groups are Russians, Tajiks, Kazakhs, Tatars and Karakalpaks. Uzbekistan is known for its high demograhic growth – 3.5 per cent per annum on average. The modern Uzbek language is of Turk origin and is declared the official language of the republic. Previously, the alphabet was based on the Arabic script, but in the twentieth century it was changed to Latin and, later, to Cyrillic. Latin script has been reintroduced since the year 2000.

By its state organization, Uzbekistan is a Parliamentary Republic. The name of the Parliament in the Uzbek language is *Oli Majlis*. In early 2000 President I. Karimov was re-elected to his post. In terms of religious orientation Uzbeks are Sunni Muslims.

The country is rich in mineral resources such as gold, oil, natural gas, coal etc. About 30 per cent of the country's GDP is still produced in agriculture, 40 per cent in industry, and the rest in the service sector. Cotton production in the Fergana valley is the largest agricultural activity (40 per cent of the total volume), others are fruits and vegetables. The industry used to be concentrated in food-processing but lately the emphasis is on high-tech sectors such as cars, airplanes and electronics.

By its level of economic development, according to the World Bank classification, Uzbekistan is ranked 61st in the world. In 1997, its GDP per capita was US$1,000.

After the disintegration of the former Soviet Union, Uzbekistan was confronted with the same economic and social problems as other newly independent countries, i.e. labour-intensive and inefficient production, the collapse of exchange and payment mechanisms with other parts of the former Soviet Union, a large number of monopoly enterprises, high level of budget deficit and, finally, a distorted system of price controls and social benefits and support.

However, unlike other newly independent countries, the overall economic strategy of Uzbekistan after becoming independent was very careful and prudent. It tried to combine the positive elements of the previous system with new market opportunities.

In 1993 Uzbekistan left the 'rouble' zone and introduced its own currency – the Uzbek sum. As elsewhere in the former Soviet Union, the first post-independence years were characterized by very high inflation rates – more than 1,000 per cent annually. But in the late 1990s inflation was put under control to a moderate two digits. As in other parts of the former Soviet Union, the inflation spiral was caused by economic liberalization and the growth of cash inflow in circulation in the beginning and middle of the 1990s. However, the renewed strict control by the government over the credit and monetary mechanisms, as well as improved taxation, have now brought the inflation rate radically down.

Another specific feature of Uzbekistan compared to the neighbouring countries was a relatively 'soft' and gradual transition from the centrally planned economy to market conditions, without large-scale privatization, defaults, unemployment, poverty and other symptoms of the crisis. That happened due to the subsistence (self-sufficient) nature of the Uzbek economy, the continuing state subsidies and protection of domestic producers, and non-cash income of many households.

Uzbekistan remains the only country in the former Soviet Union to have kept government control over the exchange rate of its national currency (the official exchange rate is applied to foreign currencies but Uzbek sums cannot be changed into 'hard' currencies). The introduction of a market-based rate is planned in the coming years. For the reader's information, the official exchange rate has grown from about 100 Uzbek sums at the end of the 1990s to 145 Uzbek sums per 1 US dollar more recently.

In Uzbekistan, three administrative levels are in charge of state income and expenditure: republican (also called central), regional (*hokimiyats*) and local (district or city). Regional and local authorities play a major role in education finance, including allocation of expenditure for education and mobilization of state income and revenues for this purpose. All state income and expenditure are consolidated in the total state budget on paper, but real allocations are made through differential transfers between the accounts of respective central, regional and local bodies.

According to the World Bank estimates, some 40 per cent of expenditure from the consolidated state budget is allocated by regional and local authorities. These administrative levels collect their own taxes and charges, as well as accumulate the central state taxes. In case of surplus of this income, it is transferred to the account of the central Ministry of Finance in Tashkent, which in turn covers the seasonal or regular deficit of resources in other regions and districts, if necessary. This budgeting and accounting system is currently scrutinized for reform as it lacks the treasury mechanism to control the flows of funds and relevant transparency.

The largest categories of government expenditure are for social sectors (education, health care, social security etc.). For comparison, in 1991 their cumulative share was 26 per cent of total government expenditure; in 1994, 43 per cent; and in 1995, 35 per cent. In 1995, public expenditure for education only accounted for 9.5 per cent of GDP and 24.4 per cent of total government expenditure. The relatively stable level of expenditure for social sectors can be explained by the fact that its bulk was spent on the wage bill of numerous staff. In Uzbekistan, the staff employed in the social sectors mostly survived through the transition period without massive lay-offs or closures (as in the neighbouring countries).

Although wages and salaries of teachers, doctors and other civil servants were comparatively low and did not grow as fast as in the private sector, still they were periodically adjusted. Moreover, the staff in Uzbekistan traditionally enjoyed various indirect benefits (tax relief, free utilities, free public transport and other non-cash incentives and support in kind). Local community (*mahalla*) self-help is another essential element of support to schools, teachers, and families with many children.

The latest macro-economic data show that the Uzbek economy reached a 4 per cent growth in 1999, however the volume of the deficit of the state budget may require further attention.

Resumé of educational policy and educational finance

The policy of Uzbekistan in the area of educational finance and budgeting after independence in 1991 was aimed at maintaining the already high literacy and educational level of the population, without a major overhaul in the organization and management of the system. Unlike other countries of the former Soviet Union, Uzbekistan preferred self-reliance, stability and consistency in making any innovations, including those in educational finance. We can distinguish the following specific features of the Uzbek policy in educational finance:

- unlike other countries of Central Asia, Uzbekistan keeps two Ministries in charge of the education sector at large: the Ministry of Public Education, catering for pre-primary, primary, general secondary and non-formal education, and the Ministry of Secondary Special and Higher Education. Attached to these Ministries are numerous specialized centres responsible for functional matters and sub-sectoral projects;

- the level of teacher remuneration is relatively low by regional standards (US$15 per month in US$ equivalent) but teachers enjoy a large number of additional allowances, bonuses and non-cash benefits;
- Uzbekistan appears to be the only country in the post-Soviet Union zone to have avoided drastic cuts in real government expenditure for education throughout the most difficult years of the transition period (early 1990s). Due to this prudent policy, Uzbekistan was the unique case among the Central Asian countries to continue new school construction and repairs, as well as supply and delivery of textbooks;
- in 1997, a major reform of the schooling cycle was launched for the period of 1997-2005. The main goals and objectives of the reform are reviewed below;
- tuition fees are not allowed at the levels of primary and secondary education, but were introduced in public higher education and develop rapidly. At the same time educational institutions of all levels were granted a large degree of autonomy in own income-generation if it does not contradict their profile;
- since 1998, provision of school textbooks, previously free, is organized through their sale in bookstores;
- private education is not prohibited by law but in reality is not encouraged, nor has it been developed so far;
- education development projects with foreign donors were rare in the 1990s. However, more recently Uzbekistan has started an active co-operation with the Asian Development Bank, the European Union, UNDP, Soros Foundation, etc.

The overall analyses show that the self-sufficient Uzbek economy – being of a subsistence type and inward-oriented – managed to cope with the perils of the transition period less painfully than other parts of the former Soviet Union. The educational reforms of 1991-1997 mostly dealt with legal issues, curricula, and organization of examinations. These changes were introduced gradually and carefully, taking into account the country's own resources and capacities. The principal policy was to maintain the already high level of education development and literacy of the population, and to introduce step by step some market mechanisms in the organization and management of education. In other words, the main priority was to maintain an adequate quality of education, its internal efficiency (low rates of drop-outs, repeaters, low achievers etc.) and necessary learning conditions (appropriate pupil-class ratio, pupil-teacher ratio, pupil-desk ratio, pupil-textbook ratio etc.).

In terms of organization and financing of education, large responsibilities were decentralized to regional and local authorities. Since the early 1990s they have been in charge of 98 per cent of expenditure for primary and secondary education, primarily, the teacher wage bill and school construction. Overall, the Uzbek education system is very decentralized in management, but is strongly centralized in planning. For example, such issues as strategic projections and planning, control over norms and standards, evaluation, assessment and testing, inspection and supervision, levelling of regional disparities, special education and orphanages, provision of textbooks and teaching equipment, support in capital expenditure etc. remain under the competence of the central ministry.

For budget planning and preparation, Uzbekistan still sticks to old-fashioned expenditure norms and projections, although there is a growing recognition that the starting point for the budgetary process should be a ceiling based on actual funds and resources available at the central, regional and local levels. The still-existing planning norms can be considered too low and outdated at present, due to the current level of prices. For example, the norms prescribe that expenditure per pupil at primary and secondary school should be three times lower than in kindergarten and four times lower than in vocational training and higher-education institutions.

Average teacher remuneration is growing every year, but slower than inflation. Instead of pumping cash into the education budget, the government seeks to apply indirect benefits, allowances and other means of non-monetary support for teachers. In recent years, the statutory workload of teachers was reduced from 20 to 14 hours per week at primary school, from 18 to 16 hours per week at secondary school, and from 30 to 25 hours per week in boarding school. Teachers enjoy considerable tax relief and numerous non-monetary benefits such as housing, utilities, meals, transport, real estate etc. Additional allowances are given for extra hours, correction of homework etc.

Since 1997, a large-scale reform of the education cycle has been under way in Uzbekistan. The legislation was revised, together with the adoption of the National Programme for Staff training and development. It was elaborated using such models of the education system as those of France, Japan, UK, and the USA. The main reason for the programme was regulation of student flows, the gap between secondary and higher education, and difficulties in employment of secondary-school graduates.

For example, out of 450,000 graduates who completed primary and lower-secondary education (nine years of studies) in 1997, only 350,000 entered upper-secondary level. The backlog of 100,000 had to enter the world of work through the outdated vocational system. Furthermore, due to the constraints in higher-education funding in the 1990s, only 10 per cent of upper-secondary graduates (after 11 years of studies) had a chance to continue their studies in higher education. Others had to choose between so-called 'secondary special' institutions (incomplete higher professional education) or the world of work, again. The situation became ever more complex under the conditions of the transition to a market economy when the labour market transformation radically changed the demand for skills and competences. The search for jobs became ever more complicated, with the real threat of unemployment and disrupted links between the education system and the world of work.

The principal goal of the National Programme was to solve the problem of low qualifications of numerous graduates of vocational schools (9 + 2 years of study before 1998) and of 'special secondary' institutions (11 + 2 years of study before 1998). It was clear that they did not acquire the necessary working skills for fully-fledged employment by the time of graduation.

The main elements of the reform were:

- the cycle was changed from 4+5+2 to 4+5+3 to extend upper-secondary (both general and professional) education and to better orientate and prepare its graduates for the world of work;
- the whole cycle of 12 years has become compulsory but the last stage of three years provides a choice between academic (general) lyceums and professional (technical) ones. Drop-out and repeater rates should be drastically reduced;
- the existing one-level higher education will be reformed to replicate Bachelor and Master degrees, according to Western standards (4+2).

The reform implementation is planned in three stages: 1997-2001 – transitional period, 2001-2005 - full-scale implementation, 2005 and onwards – assessment, adjustment and follow-up.

The government will provide additional earmarked funds for the implementation of the reform, according to the projections and estimates. However, there are more incentives planned in the future to search for extra-budgetary resources, such as income-generation at institutional level, student loans in higher education, and foreign donors. The Uzbeks consider that the main difficulties for the reform will be its monitoring and the issue of 'hidden costs'.

Administratively, funding and management of vocational and technical education is not co-ordinated with the 'special secondary' level. The Ministry of Public Education lost control over funding and management of vocational and technical institutions in 1991-1997, and now they are under the responsibility of regional authorities. But 'secondary education' institutions are still funded and supervised by the central Ministry of Higher Education.

According to the estimates of the Ministry of Finance, additional expenditure from the central budget just for the implementation of the National Programme during the transitional period (from 1997 to 2001) would amount to 65 billion Uzbek sums (in their 1997 value). However, in 1998 from all sources of funding the actual expenditure amounted to 103 billion sums (current prices) and in 1999, to 143 billion sums (current prices), including 30 billion sums for new school construction. In each district and region, authorities bear direct responsibility for their own funding of new school construction and changing of the existing profiles.

As for teacher remuneration, it is planned and budgeted according to the Unified Remuneration Scale which has 28 categories (now reduced to 22). The minimum teacher salary was 1,300 sums in 1999, and state-funded student fellowship was 2,500 sums in 1999. Still, the specific feature of Uzbekistan has to be remembered here, i.e. teachers enjoy plenty of additional benefits, bonuses and allowances. The share of these benefits in total remuneration increased from 1-2 per cent in the early 1990s to 20-25 per cent at the present time. The fact that the statutory workload was decreased, gave them an opportunity to have more than one post (on average, 1.3 posts per teacher in 1999). Additionally, school headteachers have a right to a pay bonus of up to 15 per cent of teacher salary from a special 'professional incentive' fund. Starting from 1997, the actual volume of these allowances per teacher surged by as high as 100 per cent. For some categories of senior staff (in charge of homework correction, of libraries etc.) the share of these bonuses increased from 25 to 50 per cent of their minimum salaries. According to the 1997 data, total average remuneration per teacher (even for those who did not pass in-service training) was between 6,000 and 8,000 sums.

Another major change was a decision to stop free provision of school textbooks and to introduce their sale through bookstores for all levels of instruction. This was caused by the need to replace a huge number of outdated textbooks and to produce a new generation of textbooks for new script and curricula. However, the prices for textbooks are still subsidized by the government. The new system provides some compensations for low-income families with many children. They get school bags, pens, pencils and other stationery free, so that they are able to buy a set of textbooks. A large number of public organizations and private enterprises voluntarily donated about US$5 million for these compensations. To avoid high price tags for textbooks, the government abolished customs duties on paper and ink imported for textbook printing. In addition, to soften the impact of this measure for families, in 1998 grade 1 pupils received a set of eight items of school stationery as a government gift. After 1998, Uzbekistan planned to stop importing printed textbooks, only paper and ink.

The Asian Development Bank provided a 'soft' loan (1 per cent interest rate) of US$40 million for the development of textbooks in Latin script and purchase of new printing equipment. The starting price for new textbooks is set by the government at US$0.6-US$2 but gradually it will become floating, subject to the book market situation. The income from the sale of textbooks should go directly to the state budget to the account of the State Committee on Publishing. The planning of textbook quantities will be based on orders to be submitted by school headteachers. In future, the prices for school notebooks and pens will also be made floating (without government subsidies), at present a school notebook costs US$0.2, a school pen US$0.1.

Compared, again, with the neighbouring countries, Uzbekistan managed to avoid serious delays and arrears in payment of teacher salaries, or their prompt indexation to inflation. Nor were there drastic cuts in capital expenditure, such as school construction and repairs. However, the problem of second and third shifts is not resolved; they help to keep the average pupil/teacher ratio within the reasonable range of 1:25.

Appendix 2
Capacity building in budgetary processes for education in Central Asia and Mongolia
Third meeting of the project (analysis of key issues identified, their synthesis and conclusions)
Cholpon Ata (Issyk-Kul), Kyrgyzstan, 21-25 June 1999

Programme of work

21 June, Monday

9.30-10.30	Opening ceremony Introduction of participants Speeches by Kyrgyz officials Speech by IIEP/UNESCO Representative Presentation of participants/Organization of work
10.30-11.00	Tea/coffee break
11.00-12.30	Programme budgeting techniques in education (example provided by Kyrgyzstan)
12.30-14.00	Lunch
14.00-15.30	Application of programme budgeting techniques (continued): examples from Kazakhstan and Mongolia
15.30-16.00	Tea/coffee break
16.00.17.30	Structure of the central (state) and regional educational budgets and its transparency (examples from all countries)

22 June, Tuesday

9.00-10.30	Evaluation of cost implications for educational budgeting (costing of the Uzbek National Programme of Personnel training)
10.30-11.00	Tea/coffee break
11.00-12.30	Discussion on application of costing norms for educational budgeting in the countries of the region (all countries)
12.30-14.00	Lunch
14.00-15.30	Impact of decentralization on the role of Ministries of Education and regional authorities in educational budgeting (examples from Tajikistan and Turkmenistan)
15.30-16.00	Tea/coffee break
16.00-17.30	Articulation between planning and educational budgeting at central and regional levels (all countries). Discussion

23 June, Wednesday

9.00-10.30	Cost-sharing in education: application of tuition and user fees (examples from Kyrgyzstan, Mongolia and Kazakhstan)
10.30-11.00	Tea/coffee break
11.00-12.30	Cost-recovery in education: application of student loans (example from Mongolia). Discussion
12.30-14.00	Lunch

14.00-15.30	Income-generation at school level and its tax- exemption (example from Uzbekistan)
15.30-16.00	Tea/coffee break
16.00-17.30	Private education development and school vouchers (examples from Mongolia, Kyrgyzstan and Kazakhstan)

24 June, Thursday

9.00-10.30	Budget implementation: release of funds, transfers, payments, arrears (examples from Tajikistan, Turkmenistan and Kazakhstan)
10.30-11.00	Tea/coffee break
11.00-12.30	Management of wage bill of teachers (examples from all countries)
12.30-14.00	Lunch
14.00-15.30	Evaluation of budget implementation: accountability and auditing at different levels (examples from all countries)
15.30-16.00	Tea/coffee break
16.00-17.30	Accountability and auditing in education (continued)

25 June, Friday

9.00-10.30	Organization of educational finance and budgeting in developed countries (examples from France and the Netherlands)
10.30-11.00	Tea/coffee break

11.00-12.30	France and the Netherlands (continued)
12.30-14.00	Lunch
14.00-15.30	Synthesis of discussions and recommendations
15.30-16.00	Tea/coffee break
16.00-17.30	Closing ceremony

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The book

The following study was prepared within the IIEP project on capacity building in budgetary procedures for education in Central Asia and Mongolia. It provides an in-depth description and analysis of financial management and budgetary procedures for education in Uzbekistan, one of the former centrally planned economies of the ex-Soviet Union.

The Uzbek approach is different from other newly independent countries of the former Soviet Union. The country chose a policy of maintaining the advantages of the former system of education while introducing relevant reforms and innovations. Its features are stability, continuity, self-reliance and a thorough and conscientious examination of a variety of options for decision-making. Unlike other transition countries of the region which experienced certain difficulties in the financing of education, Uzbekistan elaborated prudently its major reform of the education system. Launched in 1997, the Presidential Programme for education development and staff training is unique for the post-Soviet zone because it extends the compulsory cycle of education up to 12 years, enhances the quality of curriculum according to Western standards, and upgrades obsolete institutions to the level of professional colleges and academic lyceums. Other remarkable changes are the introduction of textbook fees and income-generation at school level through entrepreneurial activities.

The authors

The study on educational finance and budgeting in Uzbekistan was prepared by Mr Muzafar K. Ziyaev, Director-General, The 'Umid' (Hope) Presidential Foundation to support education, Mr Ahadjon Rakhmonov, Chief, Division of Finance, Ministry of Public Education, and Mr Murtazo S. Sultanov, former Deputy Minister, Ministry of Public Education, Uzbekistan. Their professional experience and competence were essential for the comprehensive analysis, presented in this monograph, and the success of the whole project.

Educational financing and budgeting in Uzbekistan

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